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ABSTRACT

This collection of 71 lesson plans, which is designed to assist volunteer tutors involved in the Computer-Assisted Literacy in Libraries (CALL) program, contains guidelines and materials to help tutors correlate the words-only textbook "Basic Reading for Adults" by Metra-Summerhays with other reading materials selected by students. One lesson plan is provided for each of the 71 lessons in the 11-unit Metra-Summerhays textbook. Each lesson plan begins with a list of objectives and includes sections devoted to real-world reading, writing, the phonics concepts and sight words covered in the textbook, word patterns, computer-assisted instruction (CAI), and homework. Each section on real-world reading contains suggestions for activities calling for concurrent use of recreational, instructional, and supplementary reading texts and sustained oral reading by tutors. The writing section of each lesson plan includes an activity based on a practical type of writing used in adults' daily lives and suggestions for using students' writing as a basis for helping them develop punctuation and grammar skills. The sections on word patterns, CAI, and homework present suggestions for using the Metra-Summerhays text and other CALL program materials to achieve lesson objectives. (MN)

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CALL
Lesson Plans 3
for use with
Metra-Summerhays
Basic Reading for Adults

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Introduction

The CALL program. The Computer-Assisted Literacy in Libraries (CALL) program was initiated in June, 1986, by the Las Vegas-Clark County Library District. It is a one-on-one volunteer tutoring program designed to work with adults reading below a sixth grade level. CALL volunteers and staff train tutors in the methods and materials used in the six parts of the lesson plans outlined in this book, believing that any textbook must be supplemented to be relevant to the student's interests and needs.

Development. During its first year, CALL supervisors and trainers realized that tutors need more than mere encouragement to use materials supplemental to the text in a timely and effective manner. In 1987-88, funding from the state of Nevada, the federal government, and the Las Vegas-Clark County Library District provided a research team to develop *Lesson Plans 1*, a guide for tutors using *Laubach Way to Reading*. In 1988-89, additional funding led to *Lesson Plans 2*, a guide for tutors using *Challenger Adult Reading Series*. In 1989-90, funding was continued to develop *Lesson Plans 3*, a guide for tutors using *Basic Reading for Adults*.

Lesson Plans 3. *Basic Reading for Adults*, by Metra-Summerhays, is a words-only textbook. That is, it contains words based on either phonics pronunciation rules or lists of non-phonic sightwords, but it contains few reading and no writing activities. The textbook is an excellent source of decoding instruction, but it is not a comprehensive reading course. The tutor should use the textbook only in conjunction with reading material selected by the student. *Lesson Plans 3* is intended to help the tutor correlate the textbook with the student's other selections. Activities in the *Plans* are organized according to the division of lessons in the textbook, but one lesson does not equal one session--there are far too many activities for that to occur. Completing all the activities (or similar ones that better suit the student's immediate needs and interests) allows the student time to absorb the concepts and words taught in the textbook as well as apply them to practical situations before being introduced to the next set of concepts and words.

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The Lesson Plan

Method	Suggested Activities
Real World Reading	This part of the lesson calls for three different books (or other types of reading material) to be used concurrently for three different purposes. **Recreational reading.** Because the purpose for recreational reading is enjoyment and increased speed, the reading material must be both easy enough for the student to read on his own and interesting enough for him to want to read it. While tutor and student may discuss the book, discussions should be limited to the student's desire, with no quizzing by the tutor, no oral reading required, and no decoding skills practiced. If the student does not like the material, he should be encouraged to make another selection without finishing the book. Recreational reading should be part of every tutoring session to help create the habit of daily reading. The tutor should bring something to read himself in order to be an effective role model for the student. **Instructional reading.** The purpose for instructional reading is to teach all the skills required in reading (using context clues, oral reading, increasing speed, comprehension, etc.) as well as to introduce the student to different reading material (fiction, non-fiction, newspapers, poetry, menus, recipes, maps, etc.). Since students vary greatly in their oral reading skills, no attempt was made to sequence methods of teaching oral skills; instead, a separate reference (p. 4) has been designed so that tutors may select the appropriate method for each lesson. **Sustained oral reading by tutor.** By reading aloud, the tutor serves as a model of fluency and expression and allows the student to hear different styles of writing of which he may not be aware. The material read may be either entertaining or informative but should be on a topic of interest to the student. **Supplementary text.** Occasionally, other reading material is suggested. The titles will be found in either the CALL or the general library collection.
Writing	This part of the lesson has been divided into activities and skills. The activities are fairly specific to help guide the tutor, but the skills are dependent on the student's abilities and prior knowledge. A list of skills is on page 5. **Activity.** Each activity, often extended over several lessons, is based on a practical type of writing used in an adult's daily life. It is not meant to prepare him for writing school essays. Most include use of the computer and word processing programs to both teach the student a practical skill and enable him to see his words in print. **Skills.** Because each student's knowledge of punctuation and grammar varies, the tutor must wait until the student writes things himself before deciding what needs to be taught. Whether there is one error or a hundred in the student's efforts, the tutor should select only a single item to work on so as not to discourage the student. (Tutors are not expected to teach every aspect of grammar and punctuation.) Students' penmanship and word processing also vary and should be taught one skill at a time.
Textbook	The textbook provides a structure for teaching phonics and common sight words. This part of the lesson plan may have all or only some of the following areas depending on the structure of the individual textbook lesson. **Chapter heading.** Whatever the textbook lesson is called ("Double oo Sound" or "Unit 2 Lesson 3"), the gist of the textbook lesson is included for easy reference. **Sight words.** When the textbook lesson includes sight words, they are listed here. **Reading.** When a reading selection at the end of the book applies to the lesson's concept, its title and page number are noted here.

Method	Suggested Activities
Word Patterns	Word patterns are ways of teaching multiple words based on a single concept. They include word families, minimal words, root words, suffixes and prefixes, homonyms, and compound words. Sight words are also included here when they are based on the student's own needs or the list of 300 most frequently used words. The supplementary text *Focus on Phonics* is included as a source of exercises on particular sounds and spellings. Specific word patterns listed are based on the textbook concepts and sight words. Tutors should, however, be sure to include word patterns arising from the student's real world reading and writing activities. All of the references in this section are explained in the *CALL Tutor Training Manual* in the chapter on Word Patterns.
Computer Assisted Instruction	Software that reinforces the other parts of the lesson may be used in class or assigned as homework as appropriate. Word processing and keyboarding programs are always included. Word processing should be part of the student's writing activities and keyboarding is needed to allow the student to make better use of the computer. *Learn-a-Word in Metra* is included any time there are sight words in the textbook, but *Learn-a-Word* (editor) should also be used to create spelling exercises based on words the student needs identified in the other parts of the lesson. Tutors are especially encouraged to make use of any software that is of particular interest to the student. Software is listed with a brief description in *The CALL Tutor Training Manual* appendix.
Homework	Reading and writing outside of the lesson and on a daily basis are essential if the student is to become adept at either. After all, he is studying because he wants to read and write on a daily basis. He should also be encouraged to use the library independently as a place to select books, read, or use the computer. Both the tutor and student should also be prepared for the activities in the next lessons. Thus homework is broken into four areas. **Recreational reading.** Since the student is to read on his own, he must select materials of interest that are easy for him to read. He should keep a log of time spent reading and how many pages are read at each sitting. The log will become a measure of his improvement in both eye strength and reading speed. **Writing.** The student should begin keeping a daily journal from the first lesson. The journal may begin with copying activities to encourage the student to practice the physical act of writing, but at some point it should progress to his own thoughts or a record of his activities or anything he wants. The journal is not to be "graded" or used as the basis for teaching writing, punctuation, spelling, or grammar. The student will be learning those skills during the session's writing activity; his improvement will be reinforced and reflected throughout the journal. **Reinforcement.** Activities assigned here are based on what the student has done in the session. The tutor should not be assigning new material but, rather, having the student practice items already taught which need reinforcement. **Preparation.** Specific materials needed to do the next lesson are listed here.

Oral Reading

Symptom	Possible Problems	Teaching Strategies
Student reads one word at a time	Student doesn't know what good reading sounds like	Modeled reading
	Student unaware of phrases	Phrase reading
	Student needs a pace set for reading	Duet reading
	Material too difficult	Selection of easier material
Student reads without inflection	Student reads too slowly to have inflection	Increase speed
	Student doesn't know what good reading sounds like	Modeled reading
	Student unaware of similarity of good reading sounding like speech	Reading of dialogue
Student reads without comprehension	Student doesn't have background for subject	Pre-reading activities
	Material too difficult	Selection of easier material
	Student needs inflection to help with meaning	Modeled reading
	Student is decoding rather than reading	Tutor reads aloud
Student stumbles on big words	Student needs prior practice on difficult words	Silent reading/scanning with assistance
	Student not reading words in context of sentence	Cloze exercises
	Student needs practice decoding words before reading passage	Decoding exercises
	Material too difficult	Selection of easier material
Student stumbles on little words	Student panics at seeing larger words ahead	Use of card to cover succeeding words
	Student not reading words in context of sentence	Cloze exercises
Student mispronounces vowel sounds in words	Student trying to decode rather than read in context of sentence	Cloze exercises
	Student unable to distinguish pronounceable syllables	*Intensive Phonics* practice

Writing Skills

Punctuation	Capitalization: I, first word of sentence, proper nouns, titles End marks: periods (at end of sentence and after abbreviation), exclamation marks, question marks Commas: in a series (I like ice cream, cake, and cookies.) around an appositive (Jim, the man in the blue shirt, is a great guy.) words in direct address (How are you, Mary?) parenthetical expression (That is, indeed, a wonderful idea.) introductory words such as *oh, yes, well* (Oh, now I understand.) dates and addresses (He moved to Las Vegas, Nevada, on January 1, 1990.) nonrestrictive clause (That man over there, who is my neighbor, is nice.) nonrestrictive participial phrase (John Doe, arrested for murder, is in jail.) before conjunctions that join main clauses (I like cookies, but I hate cake.) after introductory adverb clause (Late for dinner, he hurried home.) after introductory participial phrase (Arriving late, he missed dinner.) after succession of introductory participial phrases (At the beginning of the story on dogs, the author introduces his own pet.) after salutation and after closing of letter (Dear John, . . . Sincerely, Mary) Apostrophes: to show possession (The man's name is John.) in a contraction (I don't know what to do.) to form plural of letters, numbers, signs, and words referred to as words (There are three s's in success.) Quotation marks: to enclose person's direct words ("Hello," he said.) to enclose titles of chapters, articles, short poems, and other parts of books or magazines (I'm reading the "People" article in *Time*.) Colons: to mean "note what follows" (He has three books: red, blue, and black.) between numbers in time and between chapter and verse of Bible (It's 10:05 and I'm reading Genesis 1:23.) Semicolons: between main clauses if commas are within the clauses (The Ritz, a new theatre on Main Street, announced programs of westerns, gangster pictures, and musicals; and the crowds, surprisingly, were huge.) between main clauses joined by words *for example, for instance, that is, however,* etc. (Holiday traffic has always been dangerous; for instance, on one Fourth of July weekend, 400 people were killed in traffic accidents.) between items in a series if commas are within each item (The following people were elected to the board: John White, owner of a department store; Mary Hunt, vice-president of a bank; and Tom Sloan, a lawyer. Spelling
Sentence Structure	Complete sentences Agreement: of subject/verb (*He walks* a mile every day.) of pronoun/antecedent (A *teacher* should know what *he's* teaching.) Pronouns: use of nominative vs. objective case (*You* and *I* need to have a talk. vs. Let's keep this secret just between *you* and *me*.) use of who and whom (I don't know *who* you are. vs. The man of whom you are speaking is my husband.) Verbs: use of appropriate tense (After they *had eaten*, they *went* for a walk.) irregular verbs (He *went* to the beach.) problem verbs such as *sit/set, lie/lay* (She *lay* down for a nap vs. She *laid* her packages on the counter.)

Sentence Structure (cont.)	Modifiers: adjective vs. adverb forms (He speaks *quietly* vs. He is a *quiet* man.) comparative forms (He runs *faster* than she does.) problem modifiers such as *well/good, bad/badly, slow/slowly* (I am *well*, thank you, and I'm having a *good* time.) placement in sentence (He *quickly* drove to the post office vs. He drove to the post office *quickly*.) Relationship between clauses and sentences: coordination (I am going to eat, *and* I am going to take a walk) subordination (*After* I eat, I am going to take a walk.) Parallel structure (He *walked to the store, ran to the bank*, and *skipped* all the way *home* or He went to *the store, the bank*, and then *home*.) Transition between ideas and sentences: standard devices (He is a nice man. He does, *however*, have a few irritating habits.) idea hooks (He is a *nice* man who loves children, treats his wife kindly, and takes in stray pets. But mention the word politics, and this *niceness* rapidly disappears.) Sentence conciseness (You should eliminate extraneous words. vs. It seems to me that what you have to do is cut out a few words here and there.) Sentence variety: basic statements (Students are obsessed with the idea that education is a contest. Too many students work only for grades.) introductory phrase and statement (Obsessed with the idea that education is a contest, too many students work only for grades.) statement and participial phrase (Too many students, obsessed with the idea that education is a contest, work only for grades.) statement and subordinate clause (Too many students work only for grades because they are obsessed with the idea that education is a contest.) Appropriate vocabulary (He *sat* in the chair vs. He *slouched* in the chair; he *flopped down* on the chair; he *perched on the edge* of the chair; he *straddled* the chair; he *squirmed* in the chair.) Revision
Physical Act of Writing	Word processing: entering text, saving file, capitalization, question marks, quotation marks, deletion (letters, words, block), insertion (letters, words, block), printing file, type faces (bold, italics, etc.) Penmanship: legibility, cursive vs. manuscript printing, appropriate use of upper and lower case letters, appropriate size of letters

Lesson 1

OBJECTIVES: Student should be able to:

1. Produce without hesitation, the sounds of *n, f, m, s, a.*
2. Blend without hesitation consonant-vowel, vowel-consonant, consonant-vowel-consonant from text.
3. Read 90% of sight words from text without hesitation.
4. Exercise personal choice in selection of reading material.
5. Set an achievable objective to be completed within one month.
6. Recognize connection between oral and written words.
7. Copy a handwritten passage.

METHOD	SUGGESTED ACTIVITIES — Teacher's Manual - pp. 28-33
Real World Reading	**1. OBTAIN LIBRARY CARD** a. Pre-reading: Student names words typically found on any application. b. Student reads application for library card. c. Student fills in application. d. Student gets library card. **2. BOOK SELECTION** a. By genre: 1. Tutor explains difference between fiction (mystery, westerns, romance, science fiction), nonfiction (how-to, biography, history), drama, poetry, reference (atlas, dictionary, thesaurus). 2. Student decides on genre of book. b. By cover: 1. Tutor explains what can be told by front and back covers. 2. Student selects multiple books by cover and predicts what plot of book will be about. c. Rule of Thumb: 1. Tutor explains Rule of Thumb. 2. Student applies rule to select two books: a. One which has less than three hard words for recreational reading. b. One which has more than two hard words for instructional reading. **3. INSTRUCTIONAL READING** a. Tutor reads aloud as student follows with eyes. b. Student and tutor discuss accuracy of student's prediction so far. c. Student decides to continue with the book or select another. **4. SUSTAINED ORAL READING BY TUTOR:** (3-5 minutes) for entertainment or information and as a model of fluency and writing styles.
Writing	**ACTIVITY:** Language Experience 1. Tutor explains that writing is basically spoken words written down, so that student recognizes connection between oral and written words. 2. Tutor explains the hardest part of writing is getting ideas and encourages student to get used to thinking of ideas for writing. 3. Student dictates passage as tutor records it. 4. Student and tutor read aloud using typical Language Experience Approach. 5. Tutor points out that a sentence begins with a capital letter and ends with a period. 6. Student copies tutor's writing. **SKILLS:** (See p. 5)

Lesson 1 continued

METHOD	SUGGESTED ACTIVITIES
Unit 2 Lesson 1	**PHONICS:** Review basic sounds: *n, f, s, m, a* (as in *apple*) **SIGHT WORDS:** I the this is all my see said could he
Word Patterns	**PHONICS:** *Focus on Phonics* BK 1, Practice 1, *b* and *f* BK 1, Practice 2, *m* and *n* BK 1, Practice 3, *s* BK 1, Practice 4, *a* **WORD FAMILIES:** *-an, -am*
Computer- Assisted Instruction	*Learn-a-Word in Metra* - Unit 2, Lesson 1 *Magic Slate* - Use with writing activities when appropriate. *Print Shop* - Work with student to make a weekly calendar to use to keep track of homework assignments. *Odds & Ends* - Alphabetizing - Letters in lower case *Type to Learn* - Introduce program to student as a method to learn to type.
Homework	**RECREATIONAL READING:** Student selects book and reads 5-10 minutes every day, noting page numbers read in log. **REINFORCEMENT (of lesson):** 1. Practice software used in lesson. 2. Practice sight words from Language Experience. **PREPARATION (for next lesson):** Student finishes copying writing passage.

Lesson 2

OBJECTIVES: Student should be able to:

1. Produce without hesitation, the sounds: *r, sh, th, u, i.*
2. Blend consonant-vowel, vowel-consonant, consonant-vowel-consonant without hesitation from text.
3. Read 90% of sight words from text and language experience.
4. Demonstrate increased familiarity with own written words.
5. Load basic word processing program and turn computer on and off.
6. Use basic word processing program with assistance of tutor.

METHOD	SUGGESTED ACTIVITIES Teacher's Manual - pp. 33-36
Real World Reading	**1. RECREATIONAL READING:** a. Student reads 5-10 minutes silently in class while tutor acts as a model and reads own material silently. b. Student and tutor briefly discuss content of material read. **2. INSTRUCTIONAL READING:** a. Summarizing ("This book told how a fire got started in a big city," not "The cow goes in the barn, knocks over the lantern, the barn catches on fire and the fire burns down the city"). 1. Student reads paragraph silently, then aloud, then summarizes what happened in the paragraph. 2. Same for each of next several paragraphs. 3. Student summarizes all paragraphs read so far as a whole. b. Reading skills via oral technique selected from p. 4 according to student need. **3. SUSTAINED ORAL READING BY TUTOR:** (3-5 minutes) for entertainment or information and as a model of fluency and writing styles.
Writing	**ACTIVITY:** Language Experience 1. In order to become familiar with own written words and word processor, student enters passage copied in Lesson #1 into word processor. 2. Tutor explains that in order to become comfortable with writing, people need to do lots of it, whether it is copying or creating. a. Student and tutor set up format (spiral notebook, looseleaf binder, diary, etc.) for student to keep journal. b. Student must realize entries can be copying, journal of day, creative, etc., and as long or short as desired but should be a minimum of three minutes to begin with, working up to 15 or more. c. Student writes for 3-5 minutes. **SKILLS:** (See p. 5)
Supplemental Text	*In The Know*: Book 2, "Keeping a Diary"
Unit 2 Lesson 2	**PHONICS:** Practice basic and blended sounds: *r, sh, th, u, i.* Review all sounds learned to this point. **SIGHT WORDS:** on are where there was were they have to from **READING:** "This is Fun," Appendix 1, page 245

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Lesson 2 continued

METHOD	SUGGESTED ACTIVITIES
Word Patterns	**PHONICS:** ***Focus on Phonics*** **BK 1, Practice 3, *r*** **BK 1, Practice 4, *i*, *u*** **BK 1, Practice 5, *sh*, *th*** **WORD FAMILIES: *-an*, *-in*, *-un***
Computer-Assisted Instruction	***Learn-a-Word in Metra*** **- Unit 2, Lesson 2 list words missed and make up or copy sentences for *Learn-a-Word* editor later.** ***Magic Slate*** **- Use with writing activities when appropriate.** ***Type to Learn*** **- Continue learning keyboard at individual pace.** ***Word Families*** **- Practice the following exercises:** **Short *a* sounds *-an*** **Short *i* sounds *-in*** **Short *u* sounds *-un***
Homework	**RECREATIONAL READING: Read 5-10 minutes each day, noting pages read in a log.** **REINFORCEMENT (of lesson): Practice software used in lesson.** **WRITING: Continue journal started in session.** **PREPARATION (for next lesson): Student reads Language Experience in terms of making revisions.**

Lesson 3

OBJECTIVES: Student should be able to:

1. Produce the sounds *l, t, p, c* and *b* without hesitation
2. Blend consonant-vowel, vowel-consonant, or consonant-vowel-consonant combinations in text without hesitation.
3. Read 90% of sight words in text and language experience without hesitation.
4. Locate and use the information obtained from the parts of a book.
5. Revise own handwritten passage.
6. Select activity from main menu of computer program.

METHOD	SUGGESTED ACTIVITIES — Teacher's Manual - pp. 37-39
Real World Reading	**1. RECREATIONAL READING:** a. Student and tutor briefly discuss prior read material. b. Student reads 5-10 minutes silently while tutor acts as model and reads own material silently. c. Student and tutor briefly discuss content of material read. **2. INSTRUCTIONAL READING:** a. The parts of a book (foreword, table of contents, page numbers, glossary, index, bibliography) 1. Tutor explains how to use different parts. 2. Student locates information by using parts as explained by tutor. b. Reading skills via oral technique selected from p. 4 according to student need.
Supplemental Text	*Let's Look It Up*: #4, "Table of Contents"
	3. SUSTAINED ORAL READING BY TUTOR: (3-5 minutes) for entertainment or information and as a model of fluency and writing styles.
Writing	**ACTIVITY:** Language Experience 1. Tutor explains need for revision by ALL writers, to improve word choice and flow of ideas. 2. Tutor points out any copying errors. 3. Student revises passage copied in Lesson #2. 4. Student enters corrections into word processing file. 5. Student selects additional word(s) to learn to spell and makes flash cards to practice as homework. 6. Tutor starts list for later Learn-a-Word exercise. **SKILLS:** (See p. 5)
Unit 2 Lesson 3	**PHONICS:** Review basic sounds: *l, t, p, c, b* **SIGHT WORDS:** you do blue four goes has like me one read **READING:** "On the Ship," Appendix 1, page 247

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Lesson 3 continued

METHOD	SUGGESTED ACTIVITIES
Word Patterns	**PHONICS:** *Focus on Phonics* BK 1, Practice 1 *b* & *c* BK 1, Practice 6 *t* BK 1, Practice 7 *l* & *p* **WORD FAMILIES** : *-ap, -ip, -up, -at, -ut*
Computer-Assisted Instruction	*Learn-a-Word in Metra* - Unit 2, Lesson #3, student makes up own sentences for missed words for the editor. *Magic Slate* - Use with writing activities when appropriate. *Type to Learn* - Continue learning keyboard at individual pace. *Word Families* - Practice the following exercises: Short *a* sounds *-ap, -at* Short *i* sounds *-ip* Short *u* sounds *-up, -un*
Homework	**RECREATIONAL READING:** Read 5-10 minutes each day, noting pages read in a log. **REINFORCEMENT (of lesson):** 1. Practice software used in lesson. 2. Practice using flashcards made in lesson. **WRITING:** Student writes in journal 3-5 minutes each day. **PREPARATION (for next lesson):** Student thinks of someone to write a letter to.

Lesson 4

OBJECTIVES: Student should be able to:

1. Produce without hesitation, the sounds of *e, g, d, h, ing, ung, ong, ang*
2. Blend consonant-vowel, vowel-consonant, or consonant-vowel-consonant combinations in text without hesitation.
3. Read 90% of sight words in text without hesitation.
4. Write a friendly (informal) letter.
5. Return to main menu of computer program.

METHOD	SUGGESTED ACTIVITIES — Teacher's Manual - pp. 40-42
Real World Reading	**1. RECREATIONAL READING:** a. Student and tutor briefly discuss prior read material. b. Student reads 5-10 minutes silently while tutor acts as model and reads own material silently. c. Student and tutor briefly discuss content of material read. **2. INSTRUCTIONAL READING:** a. Paragraphing 1. Tutor explains different paragraph formats: indentation, double spacing 2. Tutor explains different reasons for paragraphing: change of idea or topic, change of speaker (and use of quotation marks), length of paragraph (newspaper only). 3. Student reads several paragraphs, identifying reason for each new paragraph. b. Reading skills via oral technique selected from p. 4 according to student need. **3. SUSTAINED ORAL READING BY TUTOR:** (3-5 minutes) for entertainment or information and as a model of fluency and writing styles.
Writing	**ACTIVITY:** Friendly (informal) letter. 1. Tutor explains that a letter to a friend or relative is similar to writing down thoughts and events from previous lesson; main difference is date, salutation, closing and signature. 2. Tutor shows student parts and format of a friendly letter. 3. Student rewrites passage revised in Lesson #3 as a friendly letter. **SKILLS:** (See p. 5)
Unit 2 Lesson 4	**PHONICS:** Review basic sounds *e, g, d, h, ing, ung, ong, ang* **SIGHT WORDS:** any by fly away does for go come would **READING:** "The Big Red Hen," Appendix 1, page 249
Word Patterns	**PHONICS:** *Focus on Phonics*: BK 1, Practice 4 *e* BK 1, Practice 1 *g, d, h* BK 2a, Practice 14 *-ing* BK 2a, Practice 5B *-ung* BK 2a, Practice 9B *-ang* BK 2b, Practice 34 *-ong* **WORD FAMILIES:** *-ang, -ing, -ong, -ung*

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Lesson 4 continued

METHOD	SUGGESTED ACTIVITIES
Computer-Assisted Instruction	*Learn-a-Word in Metra* - Unit 2, Lesson 4 *Magic Slate* - Use with writing activities when appropriate. *Masterspell Sight Words* - Lists #1-6 *Type to Learn* - Continue learning keyboard at individual pace. *Word Families* - Practice the following exercises: Short *a* sounds *-ang* Short *i* sounds *-ing* Short *o* sounds *-ong* Short *u* sounds *-ung*
Homework	**RECREATIONAL READING**: Read 5-10 minutes, noting pages read in a log. **REINFORCEMENT (of lesson)**: 1. Practice software used in lesson. 2. Student practices flashcards. **WRITING**: Student writes in journal 3-5 minutes each day. **PREPARATION (for next session)**: Student brings envelope and address of friend to send letter to.

Lesson 5

OBJECTIVES: Student should be able to:

1. Produce without hesitation, the sounds of *k, o, x, ch, ank, onk, unk, ink.*
2. Blend consonant-vowel, vowel-consonant, or consonant-vowel-consonant combinations in text without hesitation.
3. Read 90% of sight words in text and language experience without hesitation.
4. Identify the setting of a passage.
5. Locate places by using a world atlas.
6. Address an envelope.
7. Identify paragraphs in books.
8. List two reasons for change of paragraph and two paragraph formats.

METHOD	SUGGESTED ACTIVITIES — Teacher's Manual - pp. 43-45
Real World Reading	**1. RECREATIONAL READING:** a. Student and tutor briefly discuss prior read material. b. Student reads 5-10 minutes silently while tutor acts as model and reads own material silently. c. Student and tutor briefly discuss content of material read. **2. INSTRUCTIONAL READING:** a. Setting (time and place) and use of atlas 1. Student reads silently, then aloud, looking for answers to: a.) Where is the passage taking place? b.) When is the passage taking place? 2. Tutor explains how a world atlas is used. 3. Student uses a world atlas to find location of passage read. b. Reading skills via oral technique selected from p. 4 according to student need. **3. SUSTAINED ORAL READING BY TUTOR:** (3-5 minutes) for entertainment or information and as a model of fluency and writing styles.
Writing	**ACTIVITY:** Addressing envelope 1. Tutor shows student examples of envelopes and points out format of addresses of sender and recipient. 2. Student addresses envelope to go with friendly letter. **SKILLS:** (See p. 5)
Unit 2 Lesson 5	**PHONICS:** Review basic sounds: *k, o, x, ch, ank, onk, unk, ink* **SIGHT WORDS:** be down funny day here how five give of good **READING:** "The Shop," Appendix 1, page 251

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Lesson 5 continued

METHOD	SUGGESTED ACTIVITIES
Word Patterns	**PHONICS:** *Focus on Phonics* BK 1, Practice 10-A *k* BK 1, Practice 10-B *x* BK 1, Practice 8 *ch* BK 2-A, Practice 9-B *-ank* BK 2-A, Practice 5-B *-unk* BK 2-A, Practice 2-C *-ink* BK 4, Practice 14-B *-onk* **WORD FAMILIES:** *-ank, -ink, -onk, -unk*
Computer-Assisted Instruction	*Crossword Magic* - Using sight words from text or any unfamiliar words from reading material, create a crossword puzzle. *Learn-a-Word* - Tutor makes an exercise from student's missed words, using student's own sentences when possible. *Learn-a-Word in Metra* - Unit 2, Lesson 5 *Magic Slate* - Use with writing activities when appropriate. *Type to Learn* - Continue learning keyboard at individual pace. *Word Families* - Practice the following exercises: Short *a* sounds *-ank* Short *i* sounds *-ink* Short *u* sounds *-unk*
Homework	**RECREATIONAL READING:** Read 5-10 minutes each day, noting pages read in a log. **REINFORCEMENT (of lesson):** 1. Practice software used in lesson. 2. Student fills in crossword created in sesson. **WRITING:** Student writes in journal 3-5 minutes each day. **PREPARATION (for next lesson):** If instructional book being used does not have quotation marks in it, student selects (using rule of thumb) another book of interest that <u>does</u> use quotation marks.

Lesson 6

OBJECTIVES: Student should be able to:

1. Produce, without hesitation, the sounds *y, j, v, ck, wh.*
2. Blend consonant-vowel, vowel-consonant, or consonant-vowel-consonant combinations in text without hesitation.
3. Read 90% of sight words in text without hesitation.
4. Identify direct quotations.
5. Dictate passage into a tape recorder.
6. Transcribe own words off a tape recorder.

METHOD	SUGGESTED ACTIVITIES — Teacher's Manual - pp. 45-48
Real World Reading	**1. RECREATIONAL READING:** a. Student and tutor briefly discuss prior read material. b. Student reads 5-10 minutes silently while tutor acts as model and reads own material silently. c. Student and tutor briefly discuss content of material read. **2. INSTRUCTIONAL READING:** a. Punctuation as indication of speaker's mood (quotation, exclamation and question marks). 1. Tutor explains how punctuation shows that someone is speaking. 2. Tutor explains how descriptive words and punctuation indicate speaker's mood and voice inflection. 3. Student reads silently looking for words and punctuation to indicate speaker's mood. 4. Student points out what he's found, tutor and student discuss what mood is indicated. 5. Tutor and student read aloud, tutor reading narrative and student reading speaker's words with appropriate expression. b. Reading skills via oral technique selected from p. 4 according to student need. **3. SUSTAINED ORAL READING BY TUTOR:** (3-5 minutes) for entertainment or information and as a model of fluency and writing styles.
Writing	**ACTIVITY:** Relating an event 1. Tutor reinforces connection between oral and written words. 2. Student dictates passage into tape recorder. 3. Student transcribes tape (NOT worrying about spelling as long as intended words are identifiable later.) **SKILLS:** (See p. 5)
Unit 2 Lesson 6	**PHONICS:** Review basic sounds: *y, j, v, ck* (as in *black*), *wh* **SIGHT WORDS:** into after buy don't because fall once again what too **READING:** "Jim and Jack," Appendix 1, page 253

Lesson 6 continued

METHOD	SUGGESTED ACTIVITIES
Word Patterns	**PHONICS:** *Focus on Phonics* BK 1, Practice 2 *j* BK 1, Practice 3 *v, y* BK 1, Practice 1-B *wh* BK 2, Practice 1-B, 5-A, 6-C, 8-D, 11-A *ck* **SPELLING RULES:** *Rx for SPELLING*: K vs CK **WORD FAMILIES:** *-ack, -eck, -ick, -ock, -uck*
Computer-Assisted Instruction	*Magic Slate* - Use with writing activities when appropriate. *Learn-a-Word in Metra* - Unit 2, Lesson 6 *Odds & Ends* - Movie Wheel of Fortune - Metra Unit 2-A *Spelling Rules* - K vs CK *Type To Learn* - Continue learning keyboard at individual pace. *Word Families* - Practice the following exercises: Short *a* sounds *-ack* Short *e* sounds *-eck* Short *i* sounds *-ick* Short *o* sounds *-ock* Short *u* sounds *-uck*
Homework	**RECREATIONAL READING**: Read 5-10 minutes each day, noting pages read in a log. **REINFORCEMENT (of lesson)**: 1. Using personal selection, practice oral reading for 5-10 minutes recalling tutor's methods for reflecting different moods. 2. Practice software used in lesson. **WRITING**: Student writes in journal 3-5 minutes each day. **PREPARATION (for next lesson)**: Student completes transcription of tape (if needed).

Lesson 7

OBJECTIVES: Student should be able to:

1. Produce, without hesitation, the sounds *z, w, qu.*
2. Blend consonant-vowel, vowel-consonant, or consonant-vowel-consonant combinations in text without hesitation.
3. Read 90% of sight words in text without hesitation.
4. Describe characters from text.
5. Identify and correct spelling errors.
6. Use basic word processing program.

METHOD	SUGGESTED ACTIVITIES — Teacher's Manual - pp. 48-51
Real World Reading	**1. RECREATIONAL READING:** a. Student and tutor briefly discuss prior read material. b. Student reads 5-10 minutes silently while tutor acts as model and reads own material silently. c. Student and tutor briefly discuss content of material read. **2. INSTRUCTIONAL READING:** a. Character development 1. Tutor explains that characters are like real people, with looks, feelings, habits, etc. 2. Student reads passage looking for words that describe a character's looks, feelings and habits. 3. Student visualizes and describes main character to tutor. b. Reading skills via oral technique selected from p. 4 according to student need. **3. SUSTAINED ORAL READING BY TUTOR:** (3-5 minutes) for entertainment or information and as a model of fluency and writing styles.
Writing	**ACTIVITY:** Relating an event 1. Student enters transcribed passage into word processor. 2. Student identifies possible spelling errors. 3. Student and tutor make spelling corrections in word processor. 4. Student makes list of misspelled words for later *Learn-a-Word* exercise. (Tutor keeps copy of uncorrected passage to use words and sentences in a later *Learn-a-Word* computer exercise.) 5. Student selects one or two words from list for flash cards. **SKILLS:** (See p. 5)
Unit 2 Lesson 7	**PHONICS:** Review basic sounds *z, w, qu.* **SIGHT WORDS:** know — open — carry — far — laugh ought — two — always — before — light
Word Patterns	**PHONICS:** *Focus on Phonics* BK 1, Practice 7 *w*, BK 1, Practice 8 *qu, z* Review all letters of the alphabet in manuscript form.

Lesson 7 continued

METHOD	SUGGESTED ACTIVITIES
Computer-Assisted Instruction	*Magic Slate* - Use with writing activities when appropriate. *Learn-a-Word in Metra* - Unit 2, Lesson 7 *Type To Learn* - Continue learning keyboard at individual pace. *Homonyms And Confusing Pairs* - know/no, two/to/too, ought/aught *Odds & Ends* - Alphabetizing - Letters in upper case
Homework	**RECREATIONAL READING:** Read 5-10 minutes each day, noting pages read in a log. **REINFORCEMENT (of lesson):** 1. Practice software used in lesson. 2. Student rereads Language Experience. 3. Student practices flashcards. **WRITING:** Student writes in journal 3-5 minutes each day. **PREPARATION (for next lesson):** Student rereads transcription thinking of ways he might want to revise it.

Lesson 8

OBJECTIVES: Student should be able to:

1. Produce without hesitation, the *short vowel blends* in text.
2. Blend consonant-vowel, vowel-consonant, or consonant-vowel-consonant combinations in text without hesitation.
3. Read 90% of sight words in text without hesitation.
4. Summarize passage read.
5. State main idea of passage read.
6. Write sentences using correct punctuation or sentence structure.

METHOD	SUGGESTED ACTIVITIES — Teacher's Manual - pp. 51-57
Real World Reading	**1. RECREATIONAL READING:** a. Student and tutor briefly discuss prior read material. b. Student reads 5-10 minutes silently while tutor acts as model and reads own material silently. c. Student and tutor converse briefly about the book. **2. INSTRUCTIONAL READING:** a. Summarizing and main idea 1. Tutor explains: a. Summary is a brief recap of events ("Sacajawea led Lewis and Clark expedition"). b. Main idea is an inference drawn from events ("Sacajawea was a brave, resourceful, intelligent woman"). 2. Student summarizes events of book read. 3. Student states main idea shown through events. b. Reading skills via oral technique selected from p. 4 according to student need. **3. SUSTAINED ORAL READING BY TUTOR:** (3-5 minutes) for entertainment or information and as a model of fluency and writing styles.
Writing	**ACTIVITY:** Relating an event 1. Tutor reinforces importance of revision for word choice and logical sequence of sentences. 2. Student revises writing. 3. Tutor points out ONE item of punctuation (capitalization, periods, quotation marks, etc.) or sentence structure (fragment, subject-verb agreement, etc). 4. Student practices using one item of punctuation or sentence structure. **SKILLS:** (See p. 5)
Unit 2 Lesson 8	**PHONICS:** Practice short vowel pronunciations in text **SIGHT WORDS:** round, play, every, brown, gone some, answer, easy, house, few hold, sleep, kind, changed, place name, our, green, found, over writing **READING:** "The Wish in the Tub," "At Camp," "Jill at the Hut," Appendix 1, pp. 255-261

Lesson 8 continued

METHOD	SUGGESTED ACTIVITIES
Word Patterns	**PHONICS:** *Focus on Phonics:* BK 2-B, Practice 3 *bl* BK 2-B, Practice 5 *fl* BK 2-B, Practice 6 *gl, pl* BK 2-B, Practice 7 *sl* BK 2-B, Practice 9 *br* BK 2-B, Practice 14 *tr* BK 2-B, Practice 22 *sw* BK 2-B, Practice 23 *cr* BK 2-B, Practice 33 *sn* BK 2-B, Practice 34 *sm*
Computer-Assisted Instruction	*Magic Slate* - Use with writing activities when appropriate. *Masterspell Word Groups* - "Colors" *Type to Learn* - Continue learning keyboard at individual pace. *Learn-a-Word in Metra* - Unit 2, Lesson 8
Homework	**RECREATIONAL READING:** Read 5-10 minutes each day, noting pages read in a log. **REINFORCEMENT (of lesson):** 1. Practice software used in lesson. 2. Practice using flashcards created previously. **WRITING:** Student writes in journal 3-5 minutes each day.

Lesson 9

OBJECTIVES: Student should be able to:

1. Decode compound words by breaking into syllables.
2. Read 90% of previously introduced sight words without hesitation.
3. Identify point of view of passage.
4. Identify suffixes beginning with consonants and vowels.
5. Make revisions to word processing file.

METHOD	SUGGESTED ACTIVITIES — Teacher's Manual - pp .57-63
Real World Reading	**1. RECREATIONAL READING:** a. Student and tutor briefly discuss prior read material. b. Student reads 5-10 minutes silently while tutor acts as model and reads own material silently. c. Student and tutor briefly discuss content of material read. **2. INSTRUCTIONAL READING:** a. Point of view 1. Tutor explains narration in fiction may be done by: a. A character in the story (1st person) b. An all-knowing anonymous observer (3rd person) c. An anonymous observer who can see only through one character's eyes (limited 3rd person) 2. Student and tutor discuss point of view in book being read, pointing out details that show point of view. b. Reading skills via oral technique selected from p. 4 according to student need. **3. SUSTAINED ORAL READING BY TUTOR:** (3-5 minutes) for entertainment or information and as a model of fluency and writing styles.
Writing	**ACTIVITY:** Relating an event 1. Tutor explains convenience of using word processor to make revisions. 2. Student enters revisions into word processor. **SKILLS:** (See p. 5)
Unit 2 Lesson 9	**PHONICS:** Decode longer words in text by breaking into syllables. **SIGHT WORDS:** Review previously introduced sight words. **READING:** "Bill and the Gumdrop" and Mister Whisper," Appendix 1, pages 262-266
Word Patterns	**WORD FAMILIES:** Compound Words **SPELLING RULES:** *Rx for Spelling*: Adding suffixes beginning with vowels (*-ed, -ing, -ism*) Adding suffixes beginning with consonants (*-ly, -ment, -ness*)
Computer-Assisted Instruction	*Magic Slate* - Use with writing activities when appropriate. *Spell It!* - Novice, List 2 *Type to Learn* - Continue learning keyboard at individual pace. *Learn-a-Word in Metra* - Unit 2, Lesson 9 *Spelling Rules* - Adding suffixes beginning with vowels Adding suffixes beginning with consonants

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METHOD	SUGGESTED ACTIVITIES
Homework	**RECREATIONAL READING:** Read 5-10 minutes each day, noting pages read in a log. **REINFORCEMENT (of lesson):** 1. Practice software used in lesson. 2. Review all flashcards. 3. Student looks through newspaper, magazine or book for three compound words and makes a list of them. **WRITING:** Student writes in journal 3-5 minutes each day. **PREPARATION (for next lesson):** Student bring a newspaper or magazine to next session.

Lesson 10

OBJECTIVES: Student should be able to:

1. Produce, without hesitation, all sounds previously introduced.
2. Blend consonant-vowel, vowel-consonant, or consonant-vowel-consonant combinations in text without hesitation.
3. Read 90% of sight words in text without hesitation.
4. Recognize abbreviations.
6. Fill in name, address, telephone number and birthdate on forms.

METHOD	SUGGESTED ACTIVITIES Teacher's Manual - pp. 63-66
Real World Reading	**1. RECREATIONAL READING:** a. Student and tutor briefly discuss prior read material. b. Student reads 5-10 minutes silently while tutor acts as model and reads own material silently. c. Student and tutor briefly discuss content of material read. **2. INSTRUCTIONAL READING:** a. Factual reporting 1. Tutor explains both reporting and narratives provide facts of who, what, when, where, why and how. 2. Student reads silently to find above-listed facts. b. Reading skills via oral technique selected from p. 4 according to student need. **3. SUSTAINED ORAL READING BY TUTOR:** (3-5 minutes) for entertainment or information and as a model of fluency and writing styles.
Writing	**ACTIVITY:** Forms 1. Tutor and student preview typical words on forms. 2. Tutor shows student a variety of forms (subscriptions, catalog orders or job applications). 3. Tutor and student look at similarities of forms. 4. Student fills out forms. 5. Student makes form word flashcards with student's information on back.
Supplemental Text	*Job Application Language*: Part 2, "Personal Information" *Filling Out Forms*: Lesson 12, "Extra forms to fill out" *Forms*: Applications, Insurance Claims, Credit Cards, etc.
	SKILLS: (See p. 5)
Unit 2 Lesson 10	**PHONICS:** Review all basic sounds learned to this point. **SIGHT WORDS:**

been	live	three	another	draw
own	pull	Mr.	many	full
shall	since	off	his	their
even	who	only	yours	second
almost	will	sentence	number	right
today	become	want	out	warm
between	story	different	waved	might
we	very	put	word	together
wash	yellow	people	should	these
thought	either	above	sure	large
looked	through	Mrs.	enough	picture

Lesson 10 continued

METHOD	SUGGESTED ACTIVITIES
Word Patterns	**PHONICS:** *Focus on Phonics* BK 1, practice 13 *Review* BK 2-B, practice 27 *Review* **GRAMMAR:** Abbreviations: *Mr.*, *Mrs.*, *St.*
Computer-Assisted Instruction	*Grammar Gremlins* - Level 4 Rules, Abbreviations *Learn-a-Word in Metra* - Unit 2, Lesson 10A, 10B, 10C *Magic Slate* - Use with writing activities when appropriate. *Odds & Ends* - Movie Wheel of Fortune - Metra Unit 2-B *Type to Learn* - Continue learning keyboard at individual pace.
Homework	**RECREATIONAL READING**: Read 5-10 minutes each day, noting pages read in a log. **REINFORCEMENT (of lesson)**: 1. Practice software used in lesson. 2. Using brief newspaper or magazine article selected by tutor in session, list who, what, when where, why and how of the article. 3. Fill out a short form. **WRITING**: Student writes in journal 3-5 minutes each day. **PREPARATION (for next lesson)**: Student brings in article used above and at least one more (or whole newspaper or a section of it).

Lesson 11

OBJECTIVES: Student should be able to:

1. Identify vowels and consonants.
2. Alphabetize by 1st letter.
3. Summarize book read so far.
4. State main idea of book read so far.
5. Write a personal note.

METHOD	SUGGESTED ACTIVITIES — Teacher's Manual - pp. 69-70
Real World Reading	**1. RECREATIONAL READING:** a. Student and tutor briefly discuss prior read material. b. Student reads 5-10 minutes silently while tutor acts as model and reads own material silently. c. Student and tutor converse briefly about book. **2. INSTRUCTIONAL READING:** a. Main idea vs. summary 1. Tutor explains that main idea in factual article or book is brief summary of events and facts, while in fiction it is inferred from the events and facts ("Lovers have misunderstanding, but it all works out all right," vs. "The course of true love never runs smoothly"). 2. Student reads silently then summarizes books read thus far. 3. Student states main idea of book read so far. b. Reading skills via oral technique selected from p. 4 according to student need. **3. SUSTAINED ORAL READING BY TUTOR:** (3-5 minutes) for entertainment or information and as a model of fluency and writing styles.
Writing	**ACTIVITY:** Personal note 1. Tutor explains that good reporting of events includes who, what when, where, why and how. 2. Student and tutor read opening paragraphs of 1-2 newspaper articles to find who, what, when, where, why, and how. 3. Tutor explains that request notes also need the same information. 4. Tutor provides situation (note to spouse to pick up item at store, note to kids to do something, note to teacher, etc.). 5. Student lists who, what, when, where, why and how appropriate to situation. 6. Student writes note based on information gathered in #5 above. **SKILLS:** (See p. 5)
Unit 3 Lesson 1	**PHONICS:** Vowel sounds *a, e, i, o, u* and sometimes *y* Review Check #1, page 66-68: All the sounds of the letters or combinations and all sight words previously introduced.

Lesson 11 continued

METHOD	SUGGESTED ACTIVITIES
Word Patterns	**WORD FAMILIES:** *-ate, -at, -ame* **ALPHABETIZING:** Tutor explains how to alphabetize words by the first letter. Tutor dictates to student words to practice alphabetizing. Student makes a list of familiar words and alphabetizes them by first letter.
Computer-Assisted Instruction	*Learn-a-Word* - Use editor to create word lists to use with unfamiliar words. *Magic Slate* - Use with writing activities when appropriate. *Odds & Ends* - Alphabetizing - Words by first letter 1 *Type to Learn* - Continue learning keyboard at individual pace. *Word Families* - Practice the following exercises: Long *a* sounds *-ate, ame* Short *a* sounds *-at, -am*
Homework	**RECREATIONAL READING:** Read 5-10 minutes each day, noting pages read in a log. **REINFORCEMENT (of lesson):** 1. Practice software used in lesson. 2. Reread note written in class. **WRITING:** Student writes in journal 3-5 minutes each day.

Lesson 12

OBJECTIVES: Student should be able to:

1. Know what is meant when told that a vowel is silent.
2. Produce the short and long sounds of *a, e, i, o, u*
3. List events in a story in chronological sequence.
4. Revise personal note for accuracy.

METHOD	SUGGESTED ACTIVITIES Teacher's Manual - pp. 70-72
Real World Reading	**1. RECREATIONAL READING:** a. Student and tutor briefly discuss prior read material. b. Student reads 5-10 minutes silently while tutor acts as model and reads own material silently. c. Student and tutor briefly discuss content of material read. **2. INSTRUCTIONAL READING:** a. Sequence of events 1. Tutor explains that when people relate stories orally, events are usually told in chronological order, but stories sometimes change events around for dramatic purpose or to provide background information via flashbacks, childhood memories or other methods relating past event not in current time sequence. 2. Student scans past material read to help recall order in which events told. Tutor lists as student cites events. 3. Student puts listed events in chronological order. 4. Tutor and student discuss why events are told in chronological order or not. b. Reading skills via oral technique selected from p. 4 according to student need. **3. SUSTAINED ORAL READING BY TUTOR:** (3-5 minutes) for entertainment or information and as a model of fluency and writing styles.
Writing	**ACTIVITY:** Write a personal note 1. Tutor reinforces need for clear penmanship and relating all details and facts in a personal note. 2. Student and tutor critique note: does it have all necessary information? 3. If needed, student revises personal note to include details left out. 4. Student and tutor critique penmanship: is it easy to read? 5. Student rewrites personal note if needed. **SKILLS:** (See p. 5)
Unit 3 Lesson 2	Short vowel sounds, long vowel sounds, silent vowel sounds

Lesson 12 continued

METHOD	SUGGESTED ACTIVITIES
Word Patterns	**PHONICS:** *Focus on Phonics*: BK 1, Practice 4 *a, e, i, o, u* (short vowels) BK 3, Practice 3A-6 long *a* BK 3, Practice 7A-10 long *e* BK 3, Practice 11A-15 long *i* BK 3, Practice 16-21 long *o* BK 4, Practice 1A long *u* BK 4 Practice 7D *y* **WORD FAMILIES:** *-ame, -ake, -ate*
Computer-Assisted Instruction	*Learn-a-Word* - Using the editor, tutor creates a word list from unfamiliar words for drill. *Magic Slate* - Use with writing activities when appropriate. *Type to Learn* - Continue learning keyboard at individual pace. *Word Families* - Practice the following exercises: Long *a* sounds *-ame, -ake, -ate*
Homework	**RECREATIONAL READING:** Read 5-10 minutes each day, noting pages read in a log. **REINFORCEMENT (of lesson):** 1. Practice software used in lesson. 2. Finish copying note from lesson if needed. **WRITING:** Student writes in journal 3-5 minutes each day. **PREPARATION (for next lesson):** Student or tutor brings telephone message forms.

Lesson 13

OBJECTIVES: Student should be able to:

1. Consistently (90%) decode short words in which a vowel is followed by a single consonant and an *e*, which is the last letter in the word.
2. Predict outcome and validate prediction after reading passage.
3. Write a telephone message.

METHOD	SUGGESTED ACTIVITIES — Teacher's Manual -pp. 73-76
Real World Reading	**1. RECREATIONAL READING:** a. Student and tutor briefly discuss prior read material. b. Student reads 5-10 minutes silently in class while tutor acts as model and reads own material silently. c. Student and tutor briefly discuss content of material read. **2. INSTRUCTIONAL READING:** a. Prediction of outcome 1. Tutor explains that outcome of fictional events can usually be predicted on the basis of earlier events and the characters' personalities. 2. Tutor and student discuss story read thus far and predict several outcomes (can be anything). 3. Tutor and student discuss plausibility of these various predictions. 4. Student reads silently. 5. Student tells whether predictions coming true or not. b. Reading skills via oral technique selected from p. 4 according to student need. **3. SUSTAINED ORAL READING BY TUTOR:** (3-5 minutes) for entertainment or information and as a model of fluency and writing styles.
Writing	**ACTIVITY:** Writing a telephone message 1. Student and tutor discuss need for facts and accuracy in telephone messages. 2. Student and tutor look at typical telephone message form and identify facts needed. 3. Tutor and student decide on scenario (who might be calling and leave message student might have to write). 4. Tutor pretends to call for student's spouse or co-worker per scenario above and student writes a message. 5. Tutor must keep accurate notes of what was said. **SKILLS:** (See p. 5)
Unit 4 Lesson 1	**PHONICS:** Silent "E" rule Review Check #2, page 72: All the sounds for the letters previously introduced.

Lesson 13 continued

METHOD	SUGGESTED ACTIVITIES
Word Patterns	**WORD FAMILIES:** *-an, -ane, -ap, -ape, -at -ate,* *-ide, -ine, -ite* **PHONICS:** *Focus on Phonics:* BK 2b practice 31 *-nce, -nge, -nse* BK 3 practice 16A-B *oe* BK 3 practice 17A *Silent "E"* BK 4 practice 2 *-ue* BK 4 practice 18F *-ge, -dge* BK 4 practice 24b *-le* Review student's list of 10 short vowel words and 10 long vowel words assigned as homework in lesson #12. **SPELLING RULES:** *Rx for Spelling:* Adding suffixes beginning with vowels.
Computer-Assisted Instruction	*Learn-a-Word* - Use editor to create a word list of unfamiliar words from Real World Reading material. *Magic Slate* - Use with writing activities when appropriate. *Spelling Rules* - Adding suffixes beginning with vowels. *Type to Learn* - Continue learning keyboard at individual pace. *Word Families* - Practice the following exercises: Short *a* sounds *-an, -ap, -at* Long *a* sounds *-ane, -ape, -ate* Long *i* sounds *-ide, -ine, -ite*
Homework	**RECREATIONAL READING**: Read 5-10 minutes each day, noting pages read in log. **REINFORCEMENT (of lesson)**: Practice software used in lesson. **WRITING**: Student writes in journal 3-5 minutes each day.

Lesson 14

OBJECTIVES: Student should be able to:

1. Read 90% of sight words in text without hesitation.
2. Locate examples of foreshadowing
3. Identify correct usage of capital letters.
4. Revise a telephone message.

METHOD	SUGGESTED ACTIVITIES Teacher's Manual - pp. 76-79
Real World Reading	**1. RECREATIONAL READING:** a. Student and tutor briefly discuss prior read material. b. Student reads 5-10 minutes silently while tutor acts as model and reads own material silently. c. Student and tutor converse briefly about the book. **2. INSTRUCTIONAL READING:** a. Foreshadowing of events 1. Tutor explains that author may include hints other than events and characters to help predict events such as music does in movies (rainy day or cloud covering sun for a moment means bad news; bright day or birds chirping means good news). 2. Student scans past material for foreshadowing. 3. Student reads silently, looking for foreshadowing and to see if past foreshadowing has come true. 4. Tutor and student discuss foreshadowing found. b. Reading skills via oral technique selected from p. 4 according to student need. **3. SUSTAINED ORAL READING BY TUTOR:** (3-5 minutes) for entertainment or information and as a model of fluency and writing styles.
Writing	**ACTIVITY:** Writing a telephone message 1. Student and tutor critique telephone message written in Lesson #13: does it have all necessary information? 2. Student adds missing details of message if necessary. 3. Student and tutor critique penmanship: is it easy to read? 4. Student rewrites telephone message if needed. **SKILLS:** (See p. 5)
Unit 4 Lesson 2	**SIGHT WORDS:** find, probably, signed, someone, counselor Gabby, herself, shoulder, dear, professional surprise, friends, Sunday, night, soup fuzzy, believe, phone, apartment, stay place, needed
Word Patterns	**DEFINITIONS:** *Multiple Meanings A, B, C*: Review words with double meanings. **PUNCTUATION:** Capitalization of proper names and days of the week. **SPELLING RULES:** *-self* and *-selves* (*herself*) *ie* vs *ei* adding *-ed* **WORD FAMILIES:** *-ight* *-ace, -ay* *-ear*

Lesson 14 continued

METHOD	SUGGESTED ACTIVITIES
Computer Assisted Instruction	*Grammar Gremlins* - Capitalization: Level 1 Rules (Proper Names) Capitalization: Level 2 Rules (Days of the Week) *Learn a Word in Metra* - Unit 4, Silent "E" rule *Magic Slate* - Use with writing activities when appropriate. *Type to Learn* - Continue learning keyboard at individual pace. *Crossword Magic*: Using sight words from text, Real World Reading and writing activities, make a crossword puzzle.
Homework	**RECREATIONAL READING**: Read 5-10 minutes each day, noting pages read in a log. **REINFORCEMENT (of lesson)**: 1. Practice software used in lesson. 2. Fill in crossword made in lesson. 3. Write a message based on a real phone call. **WRITING**: Student writes in journal 3-5 minutes each day.

Lesson 15

OBJECTIVES: Student should be able to:

1. Consistently (90%) decode words in which the following vowel combinations occur: *ai, ea, ee* and *ou.*
2. Give examples of cause and effect.
3. Dictate or write a list sequenced by location.

METHOD	SUGGESTED ACTIVITIES — Teacher's Manual - pp. 79-82
Real World Reading	**1. RECREATIONAL READING:** a. Student and tutor briefly discuss prior read material. b. Student reads 5-10 minutes silently while tutor acts as model and reads own material. c. Student and tutor briefly discuss content of material read. **2. INSTRUCTIONAL READING:** a. Cause and effect 1. Tutor explains to student that a. CAUSE is a person, thing, or event that makes something happen. Clue words such as *because, then, since,* and *for* signal that a cause may follow. Tutor explains that a cause may lead to more than one effect. b. Tutor explains to student that EFFECT is the thing that happens. Clue words such as *so, so that,* and *in order to* signal that an effect may follow. Tutor explains that an effect may be the result of more than one cause. 2. Student reads a passage silently, looking for cause and effect words. 3. Student explains to tutor a cause and effect situation in material read. b. Reading skills via oral technique selected from p. 4 according to student need. **3. SUSTAINED ORAL READING BY TUTOR:** (3-5 minutes) for entertainment or information and as a model of fluency and writing styles.
Writing	ACTIVITY: Making a list 1. Student and tutor discuss different kinds of lists. 2. Tutor explains some lists need to be organized according to location, time or importance. 3. Student writes list of errands to do (grocery, pick up ? at drug store, get hammer at hardware store, etc.). 4. Student arranges list in sequence according to location from home or importance or time when can get done. SKILLS: (See p. 5)
Unit 4 Double Vowel Rule Lesson 1	PHONICS: Double Vowel Rule, pp. 79-80 *-ai-, -ea-, -ee-, -ie-, -oa-, -oo-, -ou-*
Word Patterns	PHONICS: *Focus on Phonics:* BK 3, practice 4A-D *ai* BK 3, practice 7A-E *ee* BK 3, practice 8A-E *ea* BK 3, practice 18A-B *oa* BK 4, practice 3A-D *oo* BK 4, practice 9A-C *ou*

Lesson 15 continued

METHOD	SUGGESTED ACTIVITIES
Computer-Assisted Instruction	*Magic Slate* - Use with writing activities when appropriate. *Spell It!* - Novice, List 5 *Learn-a-Word* - Use editor to create a review list of sight words previously introduced. *Odds & Ends* - Alphabetizing - Words by first letter 2 *Type to Learn* - Continue learning keyboard at individual pace. *Word Families* - Long *e* sounds *-ea, -ee*
Homework	**RECREATIONAL READING**: Read 5-10 minutes each day, noting pages read in a log. **REINFORCEMENT (of lesson)**: 1. Practice software used in lesson. 2. Make a list of groceries, errands, things to do or any other items or activities and arrange in sequence of location, importance, time or other category. **WRITING**: Student writes in journal 3-5 minutes each day.

Lesson 16

OBJECTIVES: Student should be able to:

1. Read 90% of sight words from text without hesitation.
2. Compare and contrast characters from a story.
3. Recognize homonyms from text.
4. Write a parallel structured sentence.

METHOD	SUGGESTED ACTIVITIES Teacher's Manual - pp. 82-85
Real World Reading	**1. RECREATIONAL READING:** a. Student and tutor briefly discuss prior read material. b. Student reads 5-10 minutes silently while tutor acts as model and reads own material silently. c. Student and tutor briefly discuss about the book. **2. INSTRUCTIONAL READING:** a. Comparison/contrast 1. Tutor explains that to *compare* is to decide how things are alike. To *contrast* is to decide how things are different. 2. Student reads silently looking for character traits. 3. Student compares and contrasts main character with himself or someone he knows in real life. b. Reading skills via oral technique selected from p. 4 according to student need. **3. SUSTAINED ORAL READING BY TUTOR:** (3-5 minutes) for entertainment or information and as a model of fluency and writing styles.
Writing	**ACTIVITY:** List making 1. Tutor explains that in lists for own uses, sentence structure is not important; but when writing list or a series of items in larger piece of writing, the structure of each item must be parallel. 2. Tutor shows student models: a. I need food, a prescription and a hammer (noun series). b. I need to go to the grocery, to the drug store and to the hardware store (prepositional phrase series). c. I need to get food at the grocery store, a prescription at the drugstore and a hammer at the hardware store (noun and prepositional phrase series). d. I need to get food, pick up a prescription and buy a hammer (verb and object series). e. I need to get food, I have to pick up a prescription and I want to buy a hammer (sentence series). 3. Student rewrites list written in Lesson #15 into a sentence using one of the models above. **SKILLS:** (See p. 5)
Unit 4 Lesson 2	**SIGHT WORDS:** money account idea ago allowance married purse pay stupid chance Review all previously introduced sight words.

Lesson 16 continued

METHOD	SUGGESTED ACTIVITIES
Word Patterns	**SPELLING RULES:** *Rx for Spelling*: Words ending in *y* when adding endings **WORD FAMILIES:** *-ance*
Supplemental Text	*Encyclopedia of Homonyms*: pp. 67, 99, 154, 194
Computer-Assisted Instruction	*Magic Slate* - Use with writing activities when appropriate. *Spelling Rules* - Adding suffixes beginning with consonants. *Word Families* - Create word list of words ending in *-ance*. *Type to Learn* - Continue learning keyboard at individual pace. *Learn-a-Word in Metra* - Unit 4, Double Vowels.
Homework	**RECREATIONAL READING**: Read 5-10 minutes each day, noting pages read in a log. **REINFORCEMENT (of lesson)**: 1. Practice software used in lesson. 2. Copy sentence/list written in lesson. **WRITING**: Student writes in journal 3-5 minutes each day.

Lesson 17

OBJECTIVES: Student should be able to:

1. Decode words in which the vowel *o* is followed by *ld*.
2. Review and summarize book read so far.
3. Identify sentences written in present vs. past tense.
4. Write an informal (friendly) letter relating an event.

METHOD	SUGGESTED ACTIVITIES Teacher's Manual - pp. 85-87
Real World Reading	**1. RECREATIONAL READING:** a. Student and tutor briefly discuss prior read material. b. Student reads 5-10 minutes silently while tutor acts as model and reads own material silently. c. Student and tutor briefly discuss about the book. **2. INSTRUCTIONAL READING:** a. Summary vs. Review 1. Tutor explains that a *summary* is a brief statement of the main idea and the most important details while a *review* states the writer's opinion. 2. Student summarizes book read so far. 3. Student reviews book read so far. b. Reading skills via oral technique selected from p. 4 according to student need. **3. SUSTAINED ORAL READING BY TUTOR:** (3-5 minutes) for entertainment or information and as a model of fluency and writing styles.
Writing	**ACTIVITY:** Informal (friendly) letter 1. Tutor reinforces that informal letters are much like talking (they can ramble but still need details). 2. Student thinks of someone to write letter to and why (to tutor telling about vacation, to friend telling about life in general, at Christmas to tell relatives what's going on with members of family). 3. Tutor reviews format of informal letter--salutation and closing are all that are essential. 4. Student writes letter (or transcribes from tape recorder). **SKILLS:** (See p. 5)
Unit 4 Long O Rule Lesson 1	**PHONICS:** Long "O" Rule
Word Patterns	**PHONICS:** *Focus on Phonics:* BK 3, practice 16A-B, BK 3, practice 17A-D, BK 3, practice 18A-B, BK 3, practice 19A-B, BK 3, practice 20A-D, BK 3, practice 21 Review **WORD FAMILIES:** *-old* **GRAMMAR:** Practice writing complete sentences in present tense and then the same sentences in past tense. **SPELLING RULES:** *Rx for Spelling*: Suffixes beginning with vowels (*-ed*)

Lesson 17 continued

METHOD	SUGGESTED ACTIVITIES
Computer-Assisted Instruction	*Magic Slate* - Use with writing activities when appropriate. *Spelling Rules* - Suffixes beginning with vowels (*-ed*). *Learn-a-Word* - Use editor to create a word list from unfamiliar words found in Real World Reading material, textbook, writing activites or words introduced previously in text. *Type to Learn* - Continue learning keyboard at individual pace. *Word Families* - Long *o* sounds *-old*.
Homework	**RECREATIONAL READING**: Reads 5-10 minutes each day, noting pages read in a log. **REINFORCEMENT (of lesson)**: 1. Practice software used in lesson. 2. Copy (or finish transcribing) letter written in lesson. **WRITING**: Student writes in journal 3-5 minutes each day. **PREPARATION (for next lesson)**: Student brings newspaper or magazine to class.

Lesson 18

OBJECTIVES: Student should be able to:

1. Identify 90% of sight words in text without hesitation.
2. Predict content of periodical article from title or headline.
3. Scan periodical article for specific information.
4. Form new words by adding the ending: *-s, -es.*
5. Revise previously written letter for clarity and penmanship.

METHOD	SUGGESTED ACTIVITIES Teacher's Manual - pp. 87-88
Real World Reading	**1. RECREATIONAL READING:** a. Student and tutor briefly discuss prior read material. b. Student reads 5-10 minutes silently while tutor acts as model and reads own material silently. c. Student and tutor briefly discuss about the book. **2. INSTRUCTIONAL READING:** a. Scanning 1. Student selects newspaper or magazine article on world news. 2. Student reads headline (and subhead if it exists). 3. Student and tutor discuss what article will be about and three questions it might answer, writing down questions. 4. Tutor explains that student will just look for words that answer the questions, not read every word of the article, and that this is a fast way of reading for specific information called scanning. 5. Student scans article. 6. Student tells tutor answers to pre-reading questions. b. Reading skills via oral technique selected from p. 4 according to student need. **3. SUSTAINED ORAL READING BY TUTOR:** (3-5 minutes) for entertainment or information and as a model of fluency and writing styles.
Writing	**ACTIVITY:** Informal (friendly) letter relating an event 1. Student and tutor critique letter written in Lesson #17 for clarity, sentence structure, paragraphing and clear penmanship. 2. Student revises letter as needed. **SKILLS:** (See p. 5)
Unit 4 Long "O" Rule Lesson 2	**SIGHT WORDS:** husband months women avoid sounds deserve yourself cared miserable
Word Patterns	**WORD GROUPS:** Months of the year **SYNONYMS:** women, husband **SPELLING RULES:** *Rx for Spelling*: Plurals & Verbs (3rd person singular)

Lesson 18 continued

METHOD	SUGGESTED ACTIVITIES
Computer-Assisted Instruction	*Magic Slate* - Use with writing activities when appropriate. *Learn-a-Word in Metra* - Unit 4, Long "O" Rule *Master Spell* - Word Groups #2 (months) *Spelling Rules* - Plurals & Verbs (3rd person singular) *Type to Learn* - Continue learning keyboard at individual pace.
Homework	**RECREATIONAL READING:** Read 5-10 minutes each day, noting pages read in a log. **REINFORCEMENT (of lesson):** 1. Practice software used in lesson. 2. Copy revised writing from lesson. **WRITING:** Student writes in journal 3-5 minutes each day. **PREPARATION (for next lesson):** 1. Student brings envelope(s) and address of person to send letter to. 2. Student brings a dictionary to class.

Lesson 19

OBJECTIVES: Student should be able to:

1. Identify 90% of sight words in text without hesitation.
2. Use guidewords to find words in a dictionary.
3. Form new words by adding endings: *-ed*.
4. Address envelope.

METHOD	SUGGESTED ACTIVITIES — Teacher's Manual - pp. 89-90
Real World Reading	**1. RECREATIONAL READING:** a. Student and tutor briefly discuss prior read material. b. Student reads 5-10 minutes silently while tutor acts as model and reads own material silently. c. Student and tutor briefly discuss about the book. **2. INSTRUCTIONAL READING:** a. Using a dictionary: guidewords 1. Tutor explains three basic uses of a dictionary are: spelling, pronunciation, definitions. 2. Tutor explains that dictionary is organized in alphabetical order. 3. Student opens dictionary at random, tutor points out guidewords and directs student to first and last words on the page. Student explains use of guidewords. Tutor explains how guidewords help user find word quickly without looking at each page. 4. Tutor gives student word to find by using guidewords. Repeat several times until student can find words easily. b. Reading skills via oral technique selected from p. 4 according to student need.
Supplemental Text	*Let's Look It Up*: "Dictionary Entries," pp. 4-9
	3. SUSTAINED ORAL READING BY TUTOR: (3-5 minutes) for entertainment or information and as a model of fluency and writing styles.
Writing	**ACTIVITY:** Address envelope 1. Tutor reviews addressing envelope in order to make use of letter written in Lessons #17 and #18. 2. Student addresses envelope. **SKILLS:** (See p. 5)
Unit 4 Additional Reading Exercise Lesson 3	**PHONICS:** Review all rules learned in Unit 2 and Unit 3. **SIGHT WORDS:** large — learned — talk — hard amount — relatives — exactly — used money — hardly — able — each Review all sight words learned in Unit 2 and Unit 3. **COMPREHENSION:** Dear Gabby letter
Supplemental Text	*Banking Language* Unit 1, part 1 "Words and Meanings"
Word Patterns	**NUMBER WORDS:** one, two, three, four, etc. **WORD FAMILIES:** *-each*

Lesson 19 continued

METHOD	SUGGESTED ACTIVITIES
Computer-Assisted Instruction	*Magic Slate* - Use with writing activities when appropriate. *Learn-a-Word* - Use the editor to create word lists from unfamiliar words used in Real World Reading, textbook and writing activities. *Learn-a-Word in Metra* - Review all lessons in Units 2 and 3. *Type to Learn* - Continue learning keyboard at individual pace.
Homework	**RECREATIONAL READING**: Read 5-10 minutes each day, noting pages read in a log. **REINFORCEMENT (of lesson)**: Practice software used in lesson. 2. Select 3 words from lesson and look up in dictionary, writing down page number found on. **WRITING**: Student writes in journal 3-5 minutes each day. **PREPARATION**: 1. Student brings name and address of place to write a business letter of request. 2. Student brings a dictionary to class.

Lesson 20

OBJECTIVES: Student should be able to:

1. Consistently assign the appropriate sound (soft or hard) to the letter *c*.
2. Identify the main parts and format of a business letter.
3. Check spelling by finding words in a dictionary.
4. Write out all parts of business letter except body.

METHOD	SUGGESTED ACTIVITIES — Teacher's Manual - pp. 93-95
Real World Reading	**1. RECREATIONAL READING:** a. Student and tutor briefly discuss prior read material. b. Student reads 5-10 minutes silently while tutor acts as a model and reads own material silently. c. Student and tutor briefly discuss about book.
	2. INSTRUCTIONAL READING: a. Using a dictionary: Spelling 1. Tutor explains that student should look for word using best phonetic guess; if word is not found, begin substituting vowels. 2. Tutor has student look up following words (be sure when pronouncing words, not to overemphasize vowel sounds): *describe, women, birch, burst, mountain.* 3. Tutor explains that sometimes word will have alternate consonant spellings such as *f* sound in *phone* and *r* sound in *write.* 4. Student names other alternate spellings. 5. Tutor has student look up following words: *knowledge, phantom, wrinkle, chemical, machine.* b. Reading skills via oral technique selected from p. 4 according to student need.
Supplemental Text	*Let's Look It Up*: "Dictionary Entries," pp. 4-9
	3. SUSTAINED ORAL READING BY TUTOR: (3-5 minutes) for entertainment or information and as a model of fluency and writing styles.
Writing	ACTIVITY: Business letter 1. Tutor explains that a business letter is a formal letter and may be handwritten or typed. It should have the following: a. Return address of sender. b. Date c. Inside address to recipient d. Salutation or greeting e. Body f. Closing g. Signature (and typewritten name if letter is typed) 2. Tutor shows student visual representation, pointing out margins, centering, etc. 3. Student and tutor plan letter of request. (If to another state for travel information, address can be found in road atlas or almanac.) 4. Student writes out all parts of business letter except body.
Supplemental Text	*Basic Writing Skills & Consumer Complaints*: Section 2, "Letters & Consumer Complaints" Activity #4 - "Business Letters" Activity #5 - "Addressing Envelopes"

Lesson 20 continued

METHOD	SUGGESTED ACTIVITIES
Unit 5 Soft "C" Rule Lesson 1	**PHONICS: Tutor explains the Soft "C" Rule.** Review Check #3, pp. 90-91: All sight words and the three phonetic rules previously introduced.
Word Patterns	**PHONICS:** *Focus on Phonics*: BK 4, Practice #18B, Two sounds for *C* **WORD FAMILIES:** *-ent, -amp, -inch*
Computer- Assisted Instruction	*Magic Slate* - Use with writing activities when appropriate. *Learn-a-Word* - Create an exercise using unfamiliar words found in textbook, Real World Reading or writing activities. *Type to Learn* -Continue learning keyboard at individual pace. *Word Families* - Short *a* sounds *-amp* Short *e* sounds *-ent* Short *i* sounds *-inch*
Homework	**RECREATIONAL READING**: Read 5-10 minutes each day, noting pages read in a log. **REINFORCEMENT (of lesson)**: 1. Practice software used in lesson. 2. Student looks in dictionary for 3 words tutor has spelled out phonetically. 3. Student writes correct spelling found in dictionary. **WRITING**: Student writes in journal 3-5 minutes each day. **PREPARATION (for next lesson)**: Student brings dictionary to class.

Lesson 21

OBJECTIVES: Student should be able to:

1. Identify 90% of sight words in text without hesitation.
2. Use dictionary to pronounce word.
3. Alphabetize by the 3rd letter.
4. Write the body of a business letter.

METHOD	SUGGESTED ACTIVITIES — Teacher's Manual - pp. 95-98
Real World Reading	**1. RECREATIONAL READING:** a. Student and tutor briefly discuss prior read material. b. Student reads 5-10 minutes silently while tutor acts as model and reads own material silently. c. Student and tutor briefly discuss content of material read. **2. INSTRUCTIONAL READING:** a. Using a dictionary: Pronunciation 1. Tutor explains that a guide to pronunciation is at the front of the dictionary or on the bottom of each page. 2. Student finds pronunciation guide and reads each key word. 3. Student selects unfamiliar word on page. 4. Tutor shows student that phonetic spelling (if needed) is in parentheses immediately following each word. 5. Student pronounces each syllable by matching symbols used in phonetic spelling with key words. 6. Tutor points out and explains accent marks. 7. Student repronounces word with correct accent. 8. Repeat with several more unfamiliar words. b. Reading skills via oral technique selected from p. 4 according to student need
Supplemental Text	*Let's Look It Up*: "Dictionary Entries," pp. 4-9 **3. SUSTAINED ORAL READING BY TUTOR:** (3-5 minutes) for entertainment or information and as a model of fluency and writing styles.
Writing	**ACTIVITY:** Business letter 1. Tutor explains that the body of a business letter is brief and to the point and if there are specific details (stock number, city planning to visit, etc.) those must be included. 2. Student and tutor plan what to write in body of letter. 3. Student writes body of letter started in Lesson #20. **SKILLS:** (See p. 5)
Unit 5 Lesson 2	**SIGHT WORDS:** bought, bothers, truth, most, says, person, especially heard, bald, guarantee, teenage, deodorant, active wonderful, head, father, she, school, fight

Lesson 21 continued

METHOD	SUGGESTED ACTIVITIES
Word Patterns	**GRAMMAR:** Irregular verbs: buy, bought Pronouns: he, she, it, they
Computer-Assisted Instruction	*Magic Slate* - Use with writing activities when appropriate. *Learn a Word in Metra* - Unit 5, Soft "C" Rule *Odds and Ends* - Alphabetizing - Words by second letter 1 *Type to Learn* - Continue learning keyboard at individual pace.
Homework	**RECREATIONAL READING:** Read 5-10 minutes each day, noting pages read in a log. **REINFORCEMENT (of lesson):** 1. Practice software used in lesson. 2. Copy letter written in lesson. 3. Look up 3 words (assigned by tutor) for pronunciation and write down in order to pronounce correctly next lesson. **WRITING:** Student writes in journal 3-5 minutes each day.

Lesson 22

OBJECTIVES: Student should be able to:

1. Consistently make letter *b* silent when preceded by *m*.
2. Use dictionary to find meaning of words.
3. Enter previously written business letter into computer.

METHOD	SUGGESTED ACTIVITIES — Teacher's Manual - pp. 98-99
Real World Reading	**1. RECREATIONAL READING:** a. Student and tutor briefly discuss prior read material. b. Student reads 5-10 minutes silently while tutor acts as model and reads own material silently. c. Student and tutor briefly discuss content of material read.
	2. INSTRUCTIONAL READING: a. Using a dictionary: Definitions 1. Tutor explains that for many words the meaning may vary depending on the context. 2. Student looks up the word "*see*" to find the meaning as used in the following sentence, "I'll see you to the door." 3. Student thinks of common word and looks up to find other meanings for it. 4. Student or tutor thinks up unfamiliar word and student looks it up to find meaning(s). 5. Repeat with several more familiar and unfamiliar words. b. Reading skills via oral technique selected from p. 4 according to student need
Supplemental Text	*Let's Look It Up*: "Dictionary Entries," pp. 4-9
	3. SUSTAINED ORAL READING BY TUTOR: (3-5 minutes) for entertainment or information and as a model of fluency and writing styles.
Writing	**ACTIVITY:** Business letter 1. Tutor and student review letter composed in lesson #21 for pertinent facts. 2. Tutor points out any spelling errors and student revises. 3. Tutor explains how to format letter on computer so it looks good. 4. Student enters letter in word processing file. **SKILLS:** (See p. 5)
Unit 5 Silent "B" Rule Lesson 1	**PHONICS:** Silent "B" Rule
Word Patterns	**PHONICS:** *Focus on Phonics*: BK 4, practice 19C **WORD FAMILIES:** *-omb, -umb*

Lesson 22 continued

METHOD	SUGGESTED ACTIVITIES
Computer-Assisted Instruction	*Magic Slate* - Use with writing activities when appropriate. *Learn-a-Word* - Use the editor to create a word list from unfamiliar words used in Real World Reading section of lesson, textbook, and writing activities. *Master Spell Word Groups*: "Grocery" and "Money" *Type to Learn* - Continue learning keyboard at individual pace.
Homework	**RECREATIONAL READING**: Read 5-10 minutes each day, noting pages read in a log. **REINFORCEMENT (of lesson)**: 1. Practice software used in lesson. 2. Look up 3 words in dictionary to see if they have more than one meaning; write down how many each has. **WRITING**: Student writes in journal 3-5 minutes each day.

Lesson 23

OBJECTIVES: Student should be able to:

1. Identify 90% of sight words in text without hesitation.
2. Locate and identify different areas of a library.
3. Identify *cardinal* and *ordinal* numbers.

METHOD	SUGGESTED ACTIVITIES — Teacher's Manual - pp. 100-102
Real World Reading	**1. RECREATIONAL READING:** a. Student and tutor briefly discuss prior read material. b. Student reads 5-10 minutes silently while tutor acts as model and reads own material silently. c. Student and tutor briefly discuss content of material read. **2. INSTRUCTIONAL READING:** a. Organization and services of a library 1. Tutor explains that libraries provide the public with access to information and entertainment in a variety of forms. 2. Tutor explains that the libraries are organized into several different areas and that knowing these can help the individual find what is needed. 3. Student and tutor list different areas (periodicals, reference, circulation, readers services, fiction and nonfiction stacks, etc.). 4. Tutor and student discuss how books might be organized. 5. Tutor and student tour the library and identify each area by the kinds of materials and services offered. 6. Tutor and student discuss what they saw. Were all the areas they listed found? What additional areas did they discover? What kinds of materials and services were found in each area? b. Reading skills via oral technique selected from p. 4 according to student need **3. SUSTAINED ORAL READING BY TUTOR:** (3-5 minutes) for entertainment or information and as a model of fluency and writing styles.
Writing	**ACTIVITY:** Business letter 1. Tutor explains that writing is a process and that sometimes a letter needs changes, additions or deletions in order to relay the writer's message more clearly. 2. Student and tutor edit letter. 3. Student enters changes in word processing file. **SKILLS:** (See p. 5)
Unit 5 Silent "B" Rule Lesson 2	**SIGHT WORDS:** marriage, also, suspicious, bright, food clothes, deserves, couple, raised, calls nights, gone, previous, boys, beer partner, socially, third, forgive, ruin years
Word Patterns	**NUMERALS:** Cardinals (one, two, three, etc.) Ordinals (first, second, third, etc.) **WORD FAMILIES:** *-age. -cious. -ight*

Lesson 23 continued

METHOD	SUGGESTED ACTIVITIES
Computer-Assisted Instruction	*Magic Slate* - Use with writing activities when appropriate. *Learn a Word in Metra* - Unit 5, Silent "b" rule *Spell It* - Novice, list #1 (ordinals) *Type to Learn* - Continue learning keyboard at individual pace.
Homework	**RECREATIONAL READING:** Read 5-10 minutes each day, noting pages read in a log. **REINFORCEMENT (of lesson):** 1. Practice software used in lesson. 2. From list of areas of library, identify where 3 items (assigned by tutor) would be found. **WRITING:** Student writes in journal 3-5 minutes each day. **PREPARATION (for next lesson):** Student brings business size envelope to class.

Lesson 24

OBJECTIVES: Student should be able to:

1. Make the letter *k* silent when it is followed by *n*.
2. Demonstrate understanding of proper inflection while reading orally.
3. Address business envelope.
4. Locate title, author, subject of a book by using the on-line catalog in the library.

METHOD	SUGGESTED ACTIVITIES — Teacher's Manual - pp. 103-104
Real World Reading	**1. RECREATIONAL READING:** a. Student and tutor briefly discuss prior read material. b. Student reads 5-10 minutes silently while tutor acts as model and reads own material silently. c. Student and tutor briefly discuss content of material read. **2. INSTRUCTIONAL READING:** a. Using on-line catalog to find books 1. Tutor explains that each book has a unique "call number" that tells where to find the book on the shelf. a. Fiction books are identified by the letter "F" and the author's last name. Fiction books are kept in alphabetical order by author. Books by the same author are kept in alphabetical order by title. b. Non-fiction books are assigned a letter/number combination that classifies the book according to content. For instance, the call number for United States history books begins with E151. 2. Tutor explains that information can be found by looking up the title, the author or the subject and that at one time all libraries had "card catalogs" with several cards that told about each book in the library collection. These "cards" have been replaced by computer catalogs which contain the same information. 3. Student uses one of the books he is reading and finds it in the on-line catalog searching by author and by title. If it is non-fiction, search by subject. 4. Student chooses a title, then uses the on-line catalog to find the book in the library. 5. Repeat exercise looking up an author, then repeat looking up a subject. b. Reading skills via oral technique selected from p. 4 according to student need **3. SUSTAINED ORAL READING BY TUTOR:** (3-5 minutes) for entertainment or information and as a model of fluency and writing styles.
Writing	**ACTIVITY:** Business letter 1. Tutor reviews format of addressing envelopes. 2. Student addresses envelope. **SKILLS:** (See p. 5)
Unit 5 Silent "K" Rule Lesson 1	**PHONICS:** Explain Silent "K" Rule

Lesson 24 continued

METHOD	SUGGESTED ACTIVITIES
Word Patterns	**PHONICS:** *Focus on Phonics*: BK 4, Practice 19B *kn* = */n/*
Computer-Assisted Instruction	*Magic Slate* - Use with writing activities when appropriate. *Learn-a-Word* - Use editor to create a word list from real world reading, textbook and writing activites. *Type to Learn* - Continue learning keyboard at individual pace.
Homework	**RECREATIONAL READING**: Read 5-10 minutes each day, noting pages read in a log. **REINFORCEMENT (of lesson)**: Practice software used in lesson. **WRITING**: Student writes in journal 3-5 minutes each day. **PREPARATION (for next lesson)**: Student brings local street map to class.

Lesson 25

OBJECTIVES: Student should be able to:

1. Identify 90% of sight words from text without hestiation.
2. Locate specific information using the Infotrac at a library.
3. Locate four different sources of information in the reference department of the library.
4. Give clear, accurate directions by drawing a chart or map.

METHOD	SUGGESTED ACTIVITIES — Teacher's Manual - pp. 104-107
Real World Reading	**1. RECREATIONAL READING:** a. Student and tutor briefly discuss prior read material. b. Student reads 5-10 minutes silently while tutor acts as model and reads own material silently. c. Student and tutor briefly discuss content of material read. **2. INSTRUCTIONAL READING:** a. Reference Department 1. Tutor explains that the reference department contains all kinds of reference materials in addition to dictionaries and encyclopedias. There are specialized dictionaries, directories of various kinds and government documents. 2. Tutor and student walk through the reference department locating various types of materials. 3. Tutor explains that reference librarians help people find information and also answer telephone inquiries for information. 4. Tutor and student look for information in different media: books, microfiche, computer, etc. b. Reading skills via oral technique selected from p. 4 according to student need **3. SUSTAINED ORAL READING BY TUTOR:** (3-5 minutes) for entertainment or information and as a model of fluency and writing styles.
Writing	**ACTIVITY:** Chart or map 1. Tutor draws a map of several main streets and locates library site on it. 2. Tutor compares to map in telephone book (or elsewhere) to show directions (N,S,E,W) if student is not aware of map directions. 3. Student adds to map to show route from his home to library. 4. Student fills in street names if he knows them, looks on a real map otherwise.
Supplemental Text	*Getting Around Cities and Towns*: Unit 1 "Getting Around a Neighborhood" *It's on the Map*: "Practice with Basic Map Skills"
	SKILLS: (See p. 5)
Unit 5 Silent K Rule Lesson 2	**SIGHT WORDS:** brother, bothers, fault, grandma, love, door, throws, call, bread, welcomed, guests, family, visit, floor, nervous, worst, losing
Supplemental Text	*In the Know*: Bk 2, Lesson #10 "Beware of Dogs"

Lesson 25 continued

METHOD	SUGGESTED ACTIVITIES
Word Patterns	**WORD FAMILIES:** *-ows, -ead*
Computer-Assisted Instruction	*Magic Slate* - Use with writing activities when appropriate. *Learn-a-Word* - Use the editor to create a word list of unfamiliar sight words from text, real world reading and writing activities. *Odds and Ends* - Alphabetizing - Words by second letter 2 *Type to Learn* - Continue learning keyboard at individual pace. *Word Families* - Use editor to create an exercise of *-ows, -ead* words.
Homework	**RECREATIONAL READING:** Continue reading 5-10 minutes each day, noting pages read in a log. **REINFORCEMENT (of lesson):** 1. Practice software used in lesson. 2. Add workplace (or other location) to map. **WRITING:** Student writes in journal 3-5 minutes each day.

Lesson 26

OBJECTIVES: Student should be able to:

1. Assign the appropriate sound to the letter *g.* when it is followed by *e* or *i.*
2. Using the index, find specific topics in an encyclopedia.
3. Recognize word families *-age, -ate.*
4. Give clear, accurate written directions.

METHOD	SUGGESTED ACTIVITIES Teacher's Manual - p. 107-109
Real World Reading	**1. RECREATIONAL READING:** a. Student and tutor briefly discuss prior read material. b. Student reads 5-10 minutes silently while tutor acts as model and reads own material silently. c. Student and tutor briefly discuss content of material read.
	2.INSTRUCTIONAL READING: a. Encyclopedia 1. Tutor explains that encylopedias contain general information on many topics, are made up of 20 to 30 volumes and are arranged in alphabetical order. 2. Tutor explains that there are some specialized encylopedias that contain information on only one topic (e.g., science or history). 3. Student locates volume numbers and letters or key words on the spine of an encyclopedia. 4. Student determines how many volumes in the set and whether the encyclopedia is general or specific. 5. Student locates index. 6. Student selects a topic and uses index to find it. Does the index lead you to related articles.? 7. Student and tutor locate and examine the article. Is it divided into parts? Do the divisions help find information quickly? 8. Student browses through a volume noting pictures, graphs, maps and other visual material presented. b. Reading skills via oral technique selected from p. 4 according to student need
Supplemental Text	*Let's Look It Up*: "Encyclopedia Index," "Encyclopedia Entries"
	3. SUSTAINED ORAL READING BY TUTOR: (3-5 minutes) for entertainment or information and as a model of fluency and writing styles.
Writing	**ACTIVITY:** Instructions/Directions 1. Tutor explains that when writing instructions, sentences are like orders rather than a sentence that makes a statement or asks a question, (do this now, take your seat, turn left here) There is no subject. 2. Using map created in Lesson #25, student writes out directions for getting from his home to the library.
Supplemental Text	*Reading and Following Directions*: Unit 8, "Giving Directions"
	SKILLS: (See p. 5)
Unit 5 Soft "G" Rule Lesson 1	**PHONICS:** Explain the Soft "G" Rule.

Lesson 26 continued

METHOD	SUGGESTED ACTIVITIES
Word Patterns	**PHONICS:** *Focus on Phonics:* BK 3, Practice 5C *-ate* BK 3, Practice 5F *-age* **WORD FAMILIES:** *-age, -ate*
Computer-Assisted Instruction	*Magic Slate* - Use with writing activities when appropriate. *Learn-a-Word* - Use editor to create a word list of unfamiliar words previously introduced or in real world reading, writing or textbook activities. *Type to Learn* - Continue learning keyboard at individual pace. *Word Families* - Long *a* Sounds, *-age, -ate*
Homework	**RECREATIONAL READING:** Read 5-10 minutes each day, noting pages read in a log. **REINFORCEMENT (of lesson):** 1. Practice software used in lesson. **WRITING:** Student writes in journal 3-5 minutes each day. **PREPARATION (for next lesson):** Student brings almanac or finds its library location.

Lesson 27

OBJECTIVES: Student should be able to:

1. Identify 90% of sight words from text without hesitation.
2. Use table of contents to find appropriate section of almanac.
3. Use index to find specific topic in almanac.
4. Spell number words from lesson accurately.
5. Write clear, accurate directions from verbal questions.

METHOD	SUGGESTED ACTIVITIES — Teacher's Manual - pp. 109-112
Real World Reading	**1. RECREATIONAL READING:** a. Student and tutor briefly discuss prior read material. b. Student reads 5-10 minutes silently while tutor acts as model and reads own material silently. c. Student and tutor briefly discuss content of material read.
	2. INSTRUCTIONAL READING: a. Almanac 1. Tutor explains that an almanac is a collection of different kinds of facts and is updated every year. 2. Tutor and student examine table of contents and index. 3. Tutor and student look for other features such as maps and pictures. 4. Tutor asks a question and tutor and student find answer by using the almanac. 5. Student asks a question and tutor and student find answer by using the almanac. 6. Student and tutor take turns asking 3 or 4 more questions. b. Reading skills via oral technique selected from p. 4 according to student need
Supplemental Text	*Let's Look It Up*: "Almanac"
	3. SUSTAINED ORAL READING BY TUTOR: (3-5 minutes) for entertainment or information and as a model of fluency and writing styles.
Writing	**ACTIVITY:** Directions/Procedures 1. Tutor critiques directions, maybe asking for landmarks if not included, stoplights, left/right directions, etc. 2. Student rewrites directions created in Lesson #26. **SKILLS:** (See p. 5)
Unit 5 Soft G Rule Lesson 2	**SIGHT WORDS:** moved, zoo, hour, stereo, twelve finally, ear, water, early, signed promise, took, care, papa, break serious, requires, regular, extra, nurse decision, exhausted
Supplemental Text	*Time Cards and Paychecks*: Unit 3, "Writing the Time"

Lesson 27 continued

METHOD	SUGGESTED ACTIVITIES
Word Patterns	**NUMBERS WORDS:** one to twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, hundred **WORD FAMILIES:** *-ear, -ous, -sion* **SPELLING RULES:** *Rx for Spelling* Plurals and Verbs: *o*-ending words Adding Suffixes Beginning with Consonants: *-ly* endings **HOMONYMS & CONFUSING PAIRS:** break/brake
Computer-Assisted Instruction	*Learn-a-Word in Metra* - Unit 5, Soft "G" rule *Magic Slate* - Use with writing activities when appropriate *Spelling Rules* - Adding suffixes beginning with consonants. Plurals and Verbs (Words ending in *o*) *Type to Learn* - Continue learning keyboard at individual pace.
Homework	**RECREATIONAL READING:** Read 5-10 minutes each day, noting pages read in a log. **REINFORCEMENT (of lesson):** 1. Practice software used in lesson. 2. Complete revision/copying of directions. **WRITING:** Student writes in journal 3-5 minutes each day. **PREPARATION (for next lesson):** Student brings thesaurus or finds its library location.

Lesson 28

OBJECTIVES: Student should be able to:

1. Consistently make the letter *w* silent when followed by *r*.
2. Use thesaurus to find synonyms and antonyms.
3. Write clear, accurate instructions.

METHOD	SUGGESTED ACTIVITIES — Teacher's Manual - pp. 112-114
Real World Reading	**1. RECREATIONAL READING:** a. Student and tutor briefly discuss prior read material. b. Student reads 5-10 minutes silently while tutor acts as model and reads own material silently. c. Student and tutor briefly discuss content of material read. **2. INSTRUCTIONAL READING:** a. Thesaurus 1. Tutor explains that a thesaurus is a reference book that groups together words with similar meanings. It is very useful when you need an alternate word to express the same idea in a different way. A thesaurus gives synonyms and antonyms, not definitions, of words. 2. Tutor and student select several different thesauruses and browse through them noting organization, explanations, indexes. How is each organized? Alphabetically or by concept? Do entries refer the reader to additional entries? What abbreviations are commonly used? 3. Student selects several words from current reading material and locates in the thesaurus. Substitute alternate words in the original material. How does the substitution affect the meaning? 4. Student selects several words from something he has written and substitutes alternate words from thesaurus. Does substitution alter meaning? Is writing more or less interesting? 5. Student repeats #3 and #4 as desired. b. Reading skills via oral technique selected from p. 4 according to student need **3. SUSTAINED ORAL READING BY TUTOR:** (3-5 minutes) for entertainment or information and as a model of fluency and writing styles.
Writing	**ACTIVITY:** Instructions/Procedures 1. Tutor explains that often people don't do as you ask because the instructions are not clear or are not written down for the person to refer to. Kids, for instance, don't clean their rooms as their mothers would like because they don't know exactly what is expected of them. 2. Tutor asks student what other things student might need to give instructions about (cooking a particular recipe, assembling or building something, cleaning a room, etc.). 3. Student writes instructions for what he's selected. **SKILLS:** (See p. 5)

Lesson 28 continued

METHOD	SUGGESTED ACTIVITIES
Unit 5 Silent "W" Rule Lesson 1	**PHONICS: Explain the Silent "W" Rule**
Word Patterns	**PHONICS:** *Focus on Phonics*: Bk 4, Practice #19-A *wr = /r/* Review previously introduced sight words, using thesaurus to research meaning of any unfamiliar words.
Supplemental Text	*Thesaurus*: Identify synonyms and antonyms of words from reading material.
Computer- Assisted Instruction	*Magic Slate* - Use with writing activities when appropriate. *Learn-a-Word* - Use editor to create a list of previously introduced sight words student may be having difficulty learning. *Type to Learn* - Continue learning keyboard at individual pace.
Homework	**RECREATIONAL READING**: Read 5-10 minutes each day, noting pages read in a log. **REINFORCEMENT (of lesson)**: Practice software used in lesson. **WRITING**: Student writes in journal 3-5 minutes each day. **PREPARATION (for next lesson)**: Student brings a book of quotations (e.g. *Bartlett's Familiar Quotations*) or finds its location in library.

Lesson 29

OBJECTIVES: Student should be able to:

1. Identify 90% of sight words in text without hesitation.
2. Use book of quotations to find out who said some well-known phrase, or to find appropriate quotation to express a particular sentiment.
3. Give clear, accurate instructions.

METHOD	SUGGESTED ACTIVITIES — Teacher's Manual - pp. 114-116
Real World Reading	**1. RECREATIONAL READING:** a. Student and tutor briefly discuss prior read material. b. Student reads 5-10 minutes silently while tutor acts as model and reads own material silently. c. Student and tutor briefly discuss content of material read. **2. INSTRUCTIONAL READING:** a. Quotations 1. Tutor explains that a book of quotations is a compilation of what has been said about a variety of subjects. It will allow the reader to find out who wrote a famous phrase, the source (original document) of the phrase, or a variety of quotations about a particular topic. 2. Tutor and student discuss how student might use a book of quotations (to quote in letter writing, to help make a point, to make a greeting card, etc.). 3. Student selects one or two books of quotations. 4. Student examines books to determine features: a. Is book general (any subject) or specific (one topic or author)? b. How is book arranged - by subject or by author? c. Does it have an index to help the reader find things? 5. Student selects topic (love, death, birthdays, etc.) and finds several related phrases or if student or tutor can think of well-known phrase, find out who said it. 6. Tutor and student read phrases. 7. Student uses *Printshop* to make a sign or greeting card with one of the quotations found above. b. Reading skills via oral technique selected from p. 4 according to student need **3. SUSTAINED ORAL READING BY TUTOR:** (3-5 minutes) for entertainment or information and as a model of fluency and writing styles.
Writing	**ACTIVITY:** Instructions/Procedures 1. Tutor critiques instructions, asking for details (does "clean up mess" mean throw it in closet, stack things neatly, wash it, etc.). 2. Student rewrites instructions. **SKILLS:** (See p. 5)
Unit 5 Silent W Rule Lesson 2	**SIGHT WORDS:** built absolute talking parents signs ignored yard kindness ready sorry

Lesson 29 continued

METHOD	SUGGESTED ACTIVITIES
Word Patterns	**SUFFIXES:** *Rx for Spelling*: Adding suffixes beginning with consonants (*-ness*) Adding suffixes beginning with vowels (*-ing*)
Computer-Assisted Instruction	*Magic Slate* - Use with writing activities when appropriate *Learn-a-Word in Metra* - Unit 5, Silent "W" rule *Type to Learn* - Continue learning keyboard at individual pace.
Homework	**RECREATIONAL READING**: Read 5-10 minutes each day, noting pages read in a log. **REINFORCEMENT (of lesson)**: Practice software used in lesson. **WRITING**: Student writes in journal 3-5 minutes each day. **PREPARATION (for next lesson)**: Student finds library location of Infotrac (in periodicals).

Lesson 30

OBJECTIVES: Student should be able to:

1. Identify 90% of sight words from text without hesitation.
2. Use Infotrac to identify article about topic and have periodicals librarian retrieve the periodical.
3. Identify punctuation and paragraphing of dialogue.

METHOD	SUGGESTED ACTIVITIES Teacher's Manual - p. 116
Real World Reading	**1. RECREATIONAL READING:** a. Student and tutor briefly discuss prior read material. b. Student reads 5-10 minutes silently while tutor acts as model and reads own material silently. c. Student and tutor briefly discuss content of material read. **2. INSTRUCTIONAL READING:** a. Infotrac 1. Tutor explains that Infotrac is a computerized index of periodical articles that people use to find information in magazines. 2. Student selects a subject. 3. Tutor and student use Infotrac to search for articles, and print out a list of periodicals. 4. Student asks librarian for appropriate periodicals. 5. Tutor and student read an article found by using Infotrac. b. Reading skills via oral technique selected from p. 4 according to student need **3. SUSTAINED ORAL READING BY TUTOR:** (3-5 minutes) for entertainment or information and as a model of fluency and writing styles.
Writing	**ACTIVITY:** Dialogue (Punctuation/Paragraphing) 1. Student and tutor tape a brief dialogue between them. 2. Student transcribes dialogue as a script (Tutor: "How are you today?" Student: "OK. How are you?"). **SKILLS:** (See p. 5)
Unit 5 Additional Reading Exercise Lesson 3	**SIGHT WORDS:** neighbor shepherd chosen medical loose expenses offer occasionally burned laws authorities news
Word Patterns	**IRREGULAR VERBS:** Choose-chosen **SPELLING RULES:** *Rx for SPELLING*: ie vs ei (long *a* sound) **WORD FAMILIES:** *-oose* **HOMONYMS & CONFUSING PAIRS:** *choose/chose* **PREFIXES:** *ex-*

Lesson 30 continued

METHOD	SUGGESTED ACTIVITIES
Computer-Assisted Instruction	*Magic Slate* - Use with writing activities when appropriate. *Learn-a-Word* - Use editor to create word list from unfamiliar sight words in current lesson. *Odds & Ends* - Alphabetizing - Words by third letter 1 *Spelling Rules*: ie vs ei (long *a* sound) *Type to Learn* - Continue learning keyboard at individual pace.
Homework	**RECREATIONAL READING**: Reading 5-10 minutes each day, noting pages read in a log. **REINFORCEMENT (of lesson)**: 1. Practice software used in lesson. 2. Finish transcribing dialogue. **WRITING**: Student writes in journal 3-5 minutes each day. **PREPARATION (for next lesson)**: Student brings newspaper and magazine(s) to class.

Lesson 31

OBJECTIVES: Student should be able to:

1. Consistently decode two- or three-letter words ending with *y*.
2. Consistently decode words consisting of more than three letters in which the *y* is preceded by a consonant.
3. Identify the parts of a periodical.
4. Identify mood variations of written dialogue in books.
5. Rewrite sentences changing mood.

METHOD	SUGGESTED ACTIVITIES — Teacher's Manual - pp. 121-124
Real World Reading	**1. RECREATIONAL READING:** a. Student and tutor briefly discuss prior read material. b. Student reads 5-10 minutes silently while tutor acts as model and reads own material silently. c. Student and tutor briefly discuss content of material read. **2. INSTRUCTIONAL READING:** a. Parts of a periodical 1. Tutor explains: a. That a periodical is a regularly issued publication such as a newspaper or magazine. b. The parts of a periodical (the cover, table of contents, different sections, photographs, advertisments, headlines and captions). 2. Student selects a periodical for use in class based on interest. 3. Student uses table of contents to choose an article. 4. Student reads article silently. b. Reading skills via oral technique selected from p. 4 according to student need. **3. SUSTAINED ORAL READING BY TUTOR:** (3-5 minutes) for entertainment or information and as a model of fluency and writing styles.
Writing	**ACTIVITY:** Dialogue (varying mood and creating interest through "he said") 1. Tutor shows student models of written dialogue in books. 2. Student writes down variations (she screamed, he sobbed, he told her, etc.). 3. Student and tutor add to list on their own. 4. Student adds "he said" variations to written dialogue created in Lesson #30. **SKILLS:** (See p. 5)
Unit 6 The Letter Y Lesson 1	**PHONICS:** The rule for *Y* when it is the only vowel in a word; The rule for *Y* when it is the last letter in a longer word. **SIGHT WORDS:** Review Check 4, Page 118: All sight words and phonetic rules previously introduced.
Word Patterns	**PHONICS:** *Focus on Phonics*: BK 2a, Practice 9-D adding *-y* endings BK 2b, Appendix C, Words with *-y* endings **WORD FAMILIES:** *-ay*, *-y* (long *i*)

Lesson 31 continued

METHOD	SUGGESTED ACTIVITIES
Computer-Assisted Instruction	*Magic Slate* - Use with writing activities when appropriate. *Learn-a-Word* - Use editor to create word list from sight words, real world material or writing activities. *Word Families* - Long *a* words *-ay* Long *i* words *-y* *Type to Learn* - Continue learning keyboard at individual pace.
Homework	**RECREATIONAL READING**: Read 5-10 minutes each day, noting pages read in a log. **REINFORCEMENT (of lesson)**: 1. Practice software used in lesson. 2. Copy revised dialogue created in writing section of lesson. **WRITING**: Student writes in journal 3-5 minutes each day. **PREPARATION (for next lesson)**: Student brings newspaper or magazine.

Lesson 32

OBJECTIVES: Student should be able to:

1. Consistently decode words ending with *y* when it is preceded by *a* or *e*.
2. Consistently decode words in which the letter *y* is in the middle.
3. Identify who, what, when, where, why and how from article written in class.
4. Rewrite dialogue per models.

METHOD	SUGGESTED ACTIVITIES — Teacher's Manual - pp. 125-127
Real World Reading	**1. RECREATIONAL READING:** a. Student and tutor briefly discuss prior read material. b. Student reads 5-10 minutes silently while tutor acts as model and reads own material silently. c. Student and tutor briefly discuss content of material read. **2. INSTRUCTIONAL READING:** Periodicals a. Factual reporting 1. Tutor reviews the facts needed for reporting: who, what, where, when, why and how. 2. Student selects article in a periodical and reads silently for those facts. 3. Student recalls facts from article. b. Reading skills via oral technique selected from p. 4 according to student need. **3. SUSTAINED ORAL READING BY TUTOR:** (3-5 minutes) for entertainment or information and as a model of fluency and writing styles.
Writing	**ACTIVITY:** Dialogue (punctuation and paragraphing) 1. Tutor shows student the 5 models of written dialogue and compares to models in books: a. Before: Mike said, "Hey, Joan, I'm going for a drink. Want to join me?" b. After: "Hey, Joan, I'm going for a drink. Want to join me?" Mike asked. c. In the middle of a sentence: "Hey, Joan," Mike yelled, "I'm going for a drink. Want to join me?" d. After one sentence and before a new sentence: "Hey, Joan, I'm going for a drink," Mike said. "Want to join me?" e. After one sentence but part of the new sentence: "Hey, Joan, I'm going for a drink." He then asked her, "Want to join me?" 2. Student rewrites dialogue per models. **SKILLS:** (See p. 5)
Unit 6 The Letter Y Lesson 2	**PHONICS:** The rule for *y* when it follows *a* or *e*. The rule for *y* when it appears in the middle of a word.
Word Patterns	**PHONICS:** *Focus on Phonics*: BK 3, Practice 3-A, (*-ay*), Practice 9-A (*-ey*) **WORD FAMILIES:** *-ay, -ey*

Lesson 32 continued

METHOD	SUGGESTED ACTIVITIES
Computer-Assisted Instruction	*Magic Slate* - Use with writing activities when appropriate. *Learn-a-Word* - Use editor to create an exercise from problem sight words, real world material or writing activities. *Word Families* - Use the editor to create a list of *-ey* words. *Type to Learn* - Continue learning keyboard at individual pace.
Homework	**RECREATIONAL READING:** Read 5-10 minutes each day, noting pages read in a log. **REINFORCEMENT (of lesson):** 1. Practice software used in lesson. 2. Read, copy or complete rewriting dialogue. **WRITING:** Student writes in journal 3-5 minutes each day. **PREPARATION (for next lesson):** Student brings editorial pages of newspaper.

Lesson 33

OBJECTIVES: Student should be able to:
1. Read without hesitation, 90% of sight words from text.
2. Explain what an editorial is.
3. Enter dialogue in word processor.

METHOD	SUGGESTED ACTIVITIES — Teacher's Manual - pp. 128-129
Real World Reading	**1. RECREATIONAL READING:** a. Student and tutor briefly discuss prior read material. b. Student reads 5-10 minutes silently while tutor acts as model and reads own material silently. c. Student and tutor briefly discuss content of material read. **2. INSTRUCTIONAL READING:** Periodicals - Newspapers a. Editorials 1. Tutor explains that an editorial is a. an opinion. b. usually based on facts. c. for or against sometning. d. triggered by a recent event or article. 2. Student selects and reads silently an editorial from newspaper. 3. Tutor and student discuss a. whether or not the editorial is based on facts. b. what the editorial is for or against. c. what triggered the editorial. d. whether they agree or disagree with it and why. b. Reading skills via oral technique selected from p. 4 according to student need.
Supplemental Text	*Your Daily Paper* *Reading a Newspaper*
	3. SUSTAINED ORAL READING BY TUTOR: (3-5 minutes) for entertainment or information and as a model of fluency and writing styles.
Writing	**ACTIVITY:** Dialogue (word processing) Student enters dialogue written in previous lesson in word processing file. **SKILLS:** (See p. 5)
Unit 6 The Letter Y Lesson 3	**SIGHT WORDS:** sympathy — called — woman — slightest already — earn — mention — apparently
Word Patterns	**WORD FAMILIES:** *-an, -est* **SUFFIXES:** Comparative: *-er, -est* Adverb: *-ily, -ly*
Computer-Assisted Instruction	*Magic Slate* - Use with writing activities when appropriate. *Learn-a-Word* - Use editor to create a word list of unfamiliar sight words from textbook, real world material, or writing activities. *Type to Learn* - Continue learning keyboard at individual pace.

Lesson 33 continued

METHOD	SUGGESTED ACTIVITIES
Homework	**RECREATIONAL READING:** Read 5-10 minutes each day, noting pages read in a log. **REINFORCEMENT (of lesson):** 1. Practice software used in lesson. 2. Read dialogue. **WRITING:** Student writes in journal 3-5 minutes each day. **PREPARATION (for next lesson):** Student brings classified ad section of newspaper.

Lesson 34

OBJECTIVES: Student should be able to:

1. Read without hesitation, 90% of sight words from text.
2. Locate classified ad section and subsections of newspaper.
3. Find specific item in classifieds.
4. Revise dialogue created in a previous lesson.

METHOD	SUGGESTED ACTIVITIES — Teacher's Manual - pp. 129-130
Real World Reading	**1. RECREATIONAL READING:** a. Student and tutor briefly discuss prior read material. b. Student reads 5-10 minutes silently while tutor acts as model and reads own material silently. c. Student and tutor briefly discuss content of material read. **2. INSTRUCTIONAL READING:** Periodicals - Newspapers a. Classified advertising 1. Tutor and student look through classified ad section of newspaper and read headings and discuss different types of ads that are listed. 2. Tutor explains that because classified ads are sold according to how many lines are used, many abbreviations are used: rm=room; fp=fireplace, etc. 3. Student selects specific item to look for (job, apartment, house, car, piece of furniture, etc.) and circles relevant ads. 4. Student reads circled ads and discusses each with tutor in terms of whether or not they fit what student is looking for, and what abbreviations mean. b. Reading skills via oral technique selected from p. 4 according to student need. **3. SUSTAINED ORAL READING BY TUTOR:** (3-5 minutes) for entertainment or information and as a model of fluency and writing styles.
Supplemental Text	*Your Daily Paper* "Classified Ads," page 54-55 *Using the Want Ads*
Writing	**ACTIVITY:** Dialogue (revision) 1. Student and tutor critique their actual dialogue to make it more explicit, exciting, concise, etc. 2. Student and tutor revise own words. 3. Student rewrites, adding punctuation, "he said's" and paragraphing for each speaker. **SKILLS:** (See p. 5)
Unit 6 The Letter Y Lesson 4	**SIGHT WORDS:** however short daring appreciate
Word Patterns	**WORD FAMILIES:** *-ate, -ort*

Lesson 34 continued

METHOD	SUGGESTED ACTIVITIES
Computer-Assisted Instruction	*Magic Slate* - Use with writing activities when appropriate. *Learn-a-Word* - Create a word list from problem sight words, real world material or writing activities. *Type to Learn* - Continue learning keyboard at individual pace *Word Families* - Practice problem word lists previously introduced.
Homework	**RECREATIONAL READING**: Read 5-10 minutes each day, noting pages read in a log. **REINFORCEMENT (of lesson)**: 1. Practice software used in lesson. 2. Complete/copy revision of dialogue. **WRITING**: Student writes in journal 3-5 minutes each day. **PREPARATION (for next lesson)**: Student brings newspaper food ad sections or mailed food ads.

Lesson 35

OBJECTIVES: Student should be able to:

1. Consistently, 90% of the time, decode words in which the vowel sound *e, i,* or *u* is modified by the letter *r.*
2. Locate food section in newspaper.
3. Identify ads and coupons in newspaper.
4. Revise word processing file created in previous lesson.
5. Recognize the symbols $ and ¢.

METHOD	SUGGESTED ACTIVITIES Teacher's Manual - pp. 136
Real World Reading	**1. RECREATIONAL READING:** a. Student and tutor briefly discuss prior read material. b. Student reads 5-10 minutes silently while tutor acts as model and reads own material silently. c. Student and tutor briefly discuss content of material read. **2. INSTRUCTIONAL READING:** Periodicals - Newspapers a. Newspaper food section and ads 1. Tutor and student scan food section to see what different types of items are included (articles, recipes, ads, coupons, etc.) 2. Student makes out short grocery list 3. Tutor and student discuss difference between ads and coupons, costs per packaged item vs. weighed item, different symbols and abbreviations used ($, lb., ¢, etc.). 4. Student shops via ads. 5. Student figures costs of items from ads, figuring costs when item is sold by weight rather than package, and using coupons. b. Reading skills via oral technique selected from p. 4 according to student need. **3. SUSTAINED ORAL READING BY TUTOR:** (3-5 minutes) for entertainment or information and as a model of fluency and writing styles.
Supplemental Text	*The Newspaper-Your Key to Better Living*: Unit 2, "Reading Can Save You Money" *Be Ad-Wise: A Guide to Reading Ads*: "Shopping for Food"
Writing	**ACTIVITY:** Dialogue (word processing) Student enters revisions in word processing file. **SKILLS:** (See p. 5)
Unit 7 Modified Vowels Lesson 1	**PHONICS:** When a vowel is followed by *r*, the vowel is neither long nor short. When the vowel *e, i,* or *u* is followed by *r*, the two letters usually make the *ur* sound. Review Check #5: Page 131-134, all sight words previously introduced.
Word Patterns	**PHONICS:** *Focus on Phonics:* BK 2B, Practice 44, *er* BK 2B, Practice 45, *ir* BK 2B, Practice 46, *ur* BK 2B, Practice 48a & 48b, *or*

Lesson 35 continued

METHOD	SUGGESTED ACTIVITIES
Computer-Assisted Instruction	*Magic Slate* - Use with writing activities when appropriate. *Learn-a-Word* - Use editor to create a word list from current or past lessons. *Odds & Ends* - Alphabetizing - Words by third letter 2 *Type to Learn* - Continue learning keyboard at individual pace. *Word Families* - Other sounds, *-ar, -ore, -orm*
Homework	**RECREATIONAL READING**: Read 5-10 minutes each day, noting pages read in a log. **REINFORCEMENT (of lesson)**: 1. Practice software used in lesson. 2. Read revised dialogue. **WRITING**: Student writes in journal 3-5 minutes each day. **PREPARATION (for next lesson)**: Student brings newspaper and magazine(s).

Lesson 36

OBJECTIVES: Student should be able to:

1. Consistently, 90% of the time, decode words in which the vowel sound *a* is modified by the letter *r*.
2. Identify basic message of 3 ads and identify advertising technique of each.
3. Use quotation marks and paragraphing correctly in written dialogue.

METHOD	SUGGESTED ACTIVITIES — Teacher's Manual - pp. 137
Real World Reading	**1. RECREATIONAL READING:** a. Student and tutor briefly discuss prior read material. b. Student reads 5-10 minutes silently while tutor acts as model and reads own material silently. c. Student and tutor briefly discuss content of material read.
	2. INSTRUCTIONAL READING: Periodicals a. General ads 1. Tutor and student discuss components of ads a. Basic message: consumer's desire to save money; desire for status, comfort, personal attractiveness; or effectiveness in a particular role (parent, teacher, friend, student, etc.). b. Visual image: attractive people, objects, or scenes; cartoons; bright colors; suggestiveness. c. Catchy words: "loaded" words such as love, family, etc.; rhythm or rhyme. d. Added extras: music, smell, etc. 2. Tutor and student discuss advertising techniques: a. Testimonial: celebrity or authority endorsement. b. Bandwagon: "everybody's buying it". c. Positive appeal: buy this to get that. d. Negative appeal: buy this to avoid that. e. Product character: live or animated personality specifically for product (Tony the Tiger, Ronald MacDonald, etc.). f. Product slogan: catch phrase rather than information. g. Product comparison h. Repetition 3. Student reads print ads and analyzes a. components and techniques. b. effectiveness. c. information provided and reliability. d. fine print. b. Reading skills via oral technique selected from p. 4 according to student need.
Supplemental Text	*Be Ad-Wise: A Guide to Reading Ads*
	3. SUSTAINED ORAL READING BY TUTOR: (3-5 minutes) for entertainment or information and as a model of fluency and writing styles.
Writing	**ACTIVITY:** Relating a story or event 1. Student tells familiar story or joke with dialogue (can be taped if desired). 2. Student writes story/joke, adding "he said" and punctuation/paragraphing. **SKILLS:** (See p. 5)

Lesson 36 continued

METHOD	SUGGESTED ACTIVITIES
Unit 7 Modified Vowels Lesson 2	**PHONICS:** When the vowel *a* is followed by *r*, the two letters usually make the sound of the letter *r*.
Word Patterns	**PHONICS:** *Focus on Phonics:* BK 2b, Practice 47A-B-C *-ar* **WORD FAMILIES:** *-ar*
Computer-Assisted Instruction	*Magic Slate* - Use with writing activities when appropriate. *Learn-a-word* - Use the editor to create a word list from any unfamiliar words from textbook, real world materials or writing activities *Type to Learn* - Continue learning keyboard at individual pace. *Word Families* - Other sounds *-ar*
Homework	**RECREATIONAL READING:** Read 5-10 minutes each day, noting pages read in a log. **REINFORCEMENT (of lesson):** Practice software used in lesson. **WRITING:** Student writes in journal 3-5 minutes each day. **PREPARATION (for next lesson):** Student brings newspaper or news magazine.

Lesson 37

OBJECTIVES: Student should be able to:

1. Consistently, 90% of the time, decode words in which the vowel sound *o* is modified by the letter *r*.
2. Scan newspaper using headlines to find a particular article.
3. Identify parts of a newspaper article.
4. Enter familiar story/joke with dialogue in word processor.

METHOD	SUGGESTED ACTIVITIES — Teacher's Manual - pp. 137-138
Real World Reading	**1. RECREATIONAL READING:** a. Student and tutor briefly discuss prior read material. b. Student reads 5-10 minutes silently while tutor acts as model and reads own material silently. c. Student and tutor briefly discuss content of material read. **2. INSTRUCTIONAL READING:** a. National or world news article 1. Tutor and student discuss different parts of news articles: headline, byline, dateline, subhead, caption and purpose of each part. 2. Student reads headlines to find article of interest. 3. Student reads article silently, then aloud. 4. Tutor and student discuss content and note locale(s) mentioned in article. 5. Tutor and student find locale(s) in atlas. b. Reading skills via oral technique selected from p. 4 according to student need.
Supplemental Text	*Your Daily Paper* *Reading a Newspaper*
	3. SUSTAINED ORAL READING BY TUTOR: (3-5 minutes) for entertainment or information and as a model of fluency and writing styles.
Writing	**ACTIVITY:** Relating a story or event Student enters story/joke in word processing file **SKILLS:** (See p. 5)
Unit 7 Modified Vowels Lesson 3	**PHONICS:** When the vowel *o* is followed by *r*, the two letters usually make the *or* sound.
Word Patterns	**PHONICS:** *Focus on Phonics:* BK 3, Practice 20-A *-or, -ore* BK 3, Practice 20-B *-ort, -orm, -ork, -ord* BK 3, Practice 20-C *-orn, -orth, -orch, -orge* **WORD FAMILIES:** *-orn, -ort, -ork, -orm* *-ord, -ore, -orth, -orch, -orge*

Lesson 37 continued

METHOD	SUGGESTED ACTIVITIES
Computer-Assisted Instruction	*Magic Slate* - Use with writing activities when appropriate. *Learn-a-word* - Use editor to create a word list from real world materials, textbook, or writing activities. *Type to Learn* - Continue learning keyboard at individual pace. *Word Families* - Other sounds *-ore, -orn*
Homework	**RECREATIONAL READING:** Read 5-10 minutes each day, noting pages read in a log. **REINFORCEMENT (of lesson):** 1. Practice software used in lesson. 2. Read story/joke entered in word processing file. **WRITING:** Student writes in journal 3-5 minutes each day. **PREPARATION (for next lesson):** Student brings sports section of newspaper or a sports magazine.

Lesson 38

OBJECTIVES: Student should be able to:

1. Identify 20% of sight words from text without hesitation.
2. Locate the sports section of a newspaper.
3. Locate a recap story, personality story, opinion column, scores and standings.
4. Identify 90% of adverbs from text without hesitation.
5. Add appropriate descriptive words to previously written material.

METHOD	SUGGESTED ACTIVITIES — Teacher's Manual - pp. 138-141
Real World Reading	**1. RECREATIONAL READING:** a. Student and tutor briefly discuss prior read material. b. Student reads 5-10 minutes silently while tutor acts as model and reads own material silently. c. Student and tutor briefly discuss content of material read.
	2. INSTRUCTIONAL READING: a. Sports articles 1. Student chooses sports magazine or newspaper section to use. 2. Tutor explains there are basically five types of sports articles: event recap, personality, how-to, column (opinion), scores and standings. 3. Student selects article of interest (if event recap, helpful if student has watched that particular event) and reads silently. 4. Tutor and student discuss content and identify which type of sports article it is. b. Reading skills via oral technique selected from p. 4 according to student need.
Supplemental Text	*Your Daily Paper*
	3. SUSTAINED ORAL READING BY TUTOR: 3-5 minutes for entertainment or information and as a model of fluency and writing styles.
Writing	**ACTIVITY:** Relating a story or event 1. Student and tutor revise for details, punctuation, etc. 2. Tutor explains and shows models of descriptors often added to "he said's" (she sobbed *quietly*, he muttered *under his breath*, she yelled *in a drill sergeant's stern voice*, etc.) 3. Student revises to add descriptors (not in all instances). 4. Tutor may want to include one more model (from list in Lesson #32) for variation and punctuation. **SKILLS:** (See p. 5)
Unit 7 Lesson 4	**SIGHT WORDS:** trouble — baby — boy — rejection roommates — move — easier — salesman

Lesson 38 continued

METHOD	SUGGESTED ACTIVITIES
Word Patterns	**GRAMMAR:** Adverbs *really* Comparisons *easy, easier, easiest* **COMPOUND WORDS:** *roommates, salesman* **SPELLING RULES:** *Rx FOR SPELLING*: Adding suffixes beginning with consonants
Supplemental Text	*The New Reading Book of Lists*: Adverb suffixes, p. 117 Suffixes and Meaning, p. 112
Computer-Assisted Instruction	*Magic Slate* - Use with writing activities when appropriate. *Learn-a-word* - Unit 7, *R*-vowels *Spelling Rules* - Adding suffixes beginning with consonants (*-ly*) *Type to Learn* - Continue learning keyboard at individual pace.
Homework	**RECREATIONAL READING**: Read 5-10 minutes each day, noting pages read in a log. **REINFORCEMENT (of lesson)**: 1. Practice software used in lesson. 2. Read/copy revisions made in lesson. **WRITING**: Student writes in journal 3-5 minutes each day. **PREPARATION (for next lesson)**: Student brings newspaper or magazine.

Lesson 39

OBJECTIVES: Student should be able to:

1. Consistently, 90% of the time, decode words that include blending the vowel *o* with other vowels (*oi, ou, ow*).
2. Write 3 questions using correct word order and punctuation.
3. Apply correct intonation when reading material orally.

METHOD	SUGGESTED ACTIVITIES — Teacher's Manual - pp. 141-144
Real World Reading	**1. RECREATIONAL READING:** a. Student and tutor briefly discuss prior read material. b. Student reads 5-10 minutes silently while tutor acts as model and reads own material silently. c. Student and tutor briefly discuss content of material read. **2. INSTRUCTIONAL READING:** a. Article with related photos and questions 1. Student selects newspaper or magazine article that includes photo(s). 2. Tutor explains format of a written question: a. Starts with question word such as who, when, where, etc. b. Starts with inverted action word (Is the man running? vs. The man is running). c. Ends with a question mark (?). 3. Student writes 3 questions about photo. 4. Student reads article silently to find answers to question. b. Reading skills via oral technique selected from p. 4 according to student need. **3. SUSTAINED ORAL READING BY TUTOR:** 3-5 minutes for entertainment to or information and as a model of fluency and writing styles.
Writing	**ACTIVITY:** Relating a story or event Student enters revision in word processing file. **SKILLS:** (See p. 5)
Unit 7 Common Diphthongs Lesson 1	**PHONICS:** The nature of diphthongs (vowel blends) *oi, ow, ou* combinations
Word Patterns	**PHONICS:** *Focus on Phonics:* BK 4, Practice 9A *-out, our, oud* BK 4, Practice 9B *-ouse, -oul, -oun, -ouch, -outh* BK 4, Practice 9C *-ound, -ount, -ounce, -ounge* BK 4, Practice 10A *-ow, -owl, -owd* BK 4, Practice 10B *-own, -ower, -owel* **WORD FAMILIES:** *-oist, -oin, -oil, -ow, -oud, -own, -outh, -ound*
Computer Assisted Instruction	*Magic Slate* - Use with writing activities when appropriate. *Learn-a-word* - Use the editor to create an exercise from textbook, real world materials or writing activities. *Type to Learn* - Continue learning keyboard at individual pace. *Word Families* - Other sounds: *-oil, -ound, -ow, -owl, -own*

Lesson 39 continued

METHOD	SUGGESTED ACTIVITIES
Homework	**RECREATIONAL READING**: Read 5-10 minutes each day noting pages read in a log. **REINFORCEMENT (of lesson)**: 1. Practice software used in lesson. 2. Read revised writing from lesson. **WRITING**: Student writes in journal 3-5 minutes each day. **PREPARATION**: Student brings comic strips, joke book, etc.

Lesson 40

OBJECTIVES: Student should be able to:

1. Identify 90% of sight words from text without hesitation.
2. Apply context clues to identify the meaning of unfamiliar words from text.
3. Determine meaning of and apply synonyms from text.
4. Form complete sentences from key words.
5. Identify several different formats used for humor.

METHOD	SUGGESTED ACTIVITIES — Teacher's Manual - pp. 144-147
Real World Reading	**1. RECREATIONAL READING:** a. Student and tutor briefly discuss prior read material. b. Student reads 5-10 minutes silently while tutor acts as model and reads own material silently. c. Student and tutor briefly discuss content of material read. **2. INSTRUCTIONAL READING:** a. Humor 1. Tutor and student discuss different formats used for humor: jokes, comic strips, situations (as in TV sitcoms or comedian's routines), riddles, etc. 2. Tutor and student discuss why these things are funny. 3. Student reads newspaper comic strips, jokes from jokebook, or other material. 4. Tutor and student discuss humor of material read. b. Reading skills via oral technique selected from p. 4 according to student need. **3. SUSTAINED ORAL READING BY TUTOR:** (3-5 minutes) for entertainment or information and as a model of fluency and writing styles.
Writing	**ACTIVITY:** Description of a person, place or thing. 1. Student and tutor select topic (Today was a miserable/wonderful/typical day). 2. Student gives examples. 3. Tutor writes down key words. 4. Student makes each key word into a sentence that tutor writes down. 5. Student copies into paragraph format. **SKILLS:** (See p. 5)
Unit 7 Common Diphthongs Lesson 2	**SIGHT WORDS:** elope — supposed — pressure — payment president — conventions — association — embarrassed hotel — represent
Word Patterns	**GRAMMAR:** Synonyms: conventions=meetings — association=club pressure=stress — embarrassed=troubled
Supplemental Text	Thesaurus: Look up synonyms of 5 words from reading material.

Lesson 40 continued

METHOD	SUGGESTED ACTIVITIES
Computer-Assisted Instruction	*Crossword Magic* - Create a puzzle using words from current or past activities. *Magic Slate* - Use with writing activities when appropriate. *Learn a Word in Metra* - Unit 7 - Diphthongs (Vowel Blends) *Type to Learn* - Continue learning keyboard at individual pace.
Homework	**RECREATIONAL READING:** Read 5-10 minutes each day, noting pages read in a log. **REINFORCEMENT (of lesson):** 1. Practice software used in lesson. 2. Finish copying sentences tutor wrote in lesson. 3. Fill in crossword puzzle made on computer. **WRITING:** Student writes in journal 3-5 minutes each day.

Lesson 41

OBJECTIVES: Student should be able to:

1. Consistently, 90% of the time, decode words containing the *oo* combination
2. Determine meaning of multiple meaning words in context from text.
3. Enter sentences copied previously into word processor.
4. Identify satire.

METHOD	SUGGESTED ACTIVITIES — Teacher's Manual - pp. 147-148
Real World Reading	**1. RECREATIONAL READING:** a. Student and tutor briefly discuss prior read material. b. Student reads 5-10 minutes silently while tutor acts as a model and reads own material silently. c. Student and tutor briefly discuss content of material read. **2. INSTRUCTIONAL READING:** a. Satire 1. Tutor explains that satire is a type of humor that holds up vices or follies to ridicule as in political cartoons, some newspaper columns, (Mike Royko, Art Buchwald, etc.,) and some stories and novels, but for the humor to come through, the reader usually needs to know about the real item being satirized. 2. Tutor and student read newspaper cartoons (Oliphant, Trudeau, etc.) and/or columns. 3. Tutor and student discuss why items read are humorous and what vices or follies they are making fun of. b. Reading skills via oral technique selected from p. 4 according to student need.
Supplemental Text	*Your Daily Paper* **3. SUSTAINED ORAL READING BY TUTOR:** (3-5 minutes) for entertainment or information and as a model of fluency and writing styles.
Writing	**ACTIVITY:** Description of a person, place or thing Student enters paragraph copied in lesson #40 into word processor. **SKILLS:** (See p. 5)
Unit 7 The *oo* Combination Lesson 1	**PHONICS:** The two common sounds for *oo*.
Word Patterns	**PHONICS:** *Focus on Phonics:* BK 4, Practice 3A, *-ool, -oon, -ood* BK 4, Practice 3B, *-oop, -oot, -ook* BK 4, Practice 3C, *-oom, -oo, -oof* BK 4, Practice 3D, *-ooth, -oose, -ooze, -oove, -oost* **WORD FAMILIES:** *-ood, -oof -ook, -ool, -oom, -oon, -oop -oose, -oot*

Lesson 41 continued

METHOD	SUGGESTED ACTIVITIES
Computer-Assisted Instruction	*Magic Slate* - Use with writing activities when appropriate. *Learn-a-Word* -Use editor to create an exercise from textbook, real world materials or writing activities. *Missing Links* - Use editor to create cloze exercise from sentences prepared in lesson. *Type to Learn* - Continue learning keyboard at individual pace.
Homework	**RECREATIONAL READING**: Read 5-10 minutes each day, noting pages read in a log. **REINFORCEMENT (of lesson)**: 1. Practice software used in lesson. 2. Reread printed paragraph from lesson in terms of revisions needed. **WRITING**: Student writes in journal 3-5 minutes each day. **PREPARATION (for next lesson)**: Bring entertainment section of newspaper.

Lesson 42

OBJECTIVES: Student should be able to:

1. Identify 90% of sight words from text without hesitation.
2. Identify different parts of newspaper entertainment section.
3. Revise own words for accuracy and flow.

METHOD	SUGGESTED ACTIVITIES — Teacher's Manual - pp. 149-151
Real World Reading	**1. RECREATIONAL READING:** a. Student and tutor briefly discuss prior read material. b. Student reads 5-10 minutes silently while tutor acts as a model and reads own material silently. c. Student and tutor briefly discuss content of material read. **2. INSTRUCTIONAL READING:** a. Newspaper entertainment section 1. Student scans entertainment section and identifies different items included (movie reviews, listings, and summaries; live events; TV and radio listings, reviews, and summaries; restaurants; etc.). 2. Student reads items and selects entertainment activities. 3. If student is a movie tape renter, he might like to begin clipping summaries of movies he'd like to rent when they come out on tape. b. Reading skills via oral technique selected from p. 4 according to student need.
Supplemental Text	*Your Daily Paper* **3. SUSTAINED ORAL READING BY TUTOR:** (3-5 minutes) for entertainment or information and as a model of fluency and writing styles.
Writing	**ACTIVITY:** Description of a person place or thing 1. Student reads sentences as paragraphs. 2. Tutor explains need for details to develop ideas. 3. Student and/or tutor add details to each sentence. 4. Tutor explains the need for logical sequence and flow of one idea to the next. 5. Student revises by reorganizing sentences (if needed) and adding and/or changing words to make sentences move smoothly from one idea to the next. **SKILLS:** (See p. 5)
Unit 7 The *oo* Combination Lesson 2	**SIGHT WORDS:** fighting, realize, unusual, welfare enroll, library, discipline, necessarily child, turn, watched, great
Word Patterns	**WORD FAMILIES:** *-ight* **HOMONYMS & CONFUSING PAIRS:** grate/great
Computer-Assisted Instruction	*Magic Slate* - Use with writing activities when appropriate. *Learn a Word in Metra* - Unit 7, *oo* combo *Homonyms & Confusing Pairs* - grate/great *Type to Learn* - Continue learning keyboard at individual pace.

Lesson 42 continued

METHOD	SUGGESTED ACTIVITIES
Homework	**RECREATIONAL READING**: Read 5-10 minutes each day, noting pages read in a log. **REINFORCEMENT (of lesson)**: Practice software used in lesson. **WRITING**: Student writes in journal 3-5 minutes each day.

Lesson 43

OBJECTIVES: Student should be able to:

1. 90% of the time decode words that contain the *ew* combination or the *ue* combination.
2. List 10 different types of environmental print.

METHOD	SUGGESTED ACTIVITIES Teacher's Manual - p. 152
Real World Reading	**1. RECREATIONAL READING:** a. Student and tutor briefly discuss prior read material. b. Student reads 5-10 minutes silently while tutor acts as a model and reads own material silently. c. Student and tutor briefly discuss content of material read. **2. INSTRUCTIONAL READING:** a. Environmental reading 1. Tutor explains that reading material is not just in books: it's everywhere in our outdoor society, too -- on billboards, street signs, store names, window treatments, etc. 2. Tutor and student go outside, look at, and read signs around them. 3. Tutor and student discuss the different signs read, their similarities, why they're there, and what their impact is. 4. Student tries to remember other signs he's seen or will look more closely between now and next session and write them down. b. Reading skills via oral technique selected from p. 4 according to student need.
Supplemental Text	*Signs Around Town* **3. SUSTAINED ORAL READING BY TUTOR:** (3-5 minutes) for entertainment or information and as a model of fluency and writing styles.
Writing	**ACTIVITY:** Description of a person, place or thing Student revises word processing file created in Lesson #42. **SKILLS:** (See p. 5)
Unit 7 The *ew* and the *ue* Combinations Lesson 1	**PHONICS:** The *ew* and *ue* combinations
Word Patterns	**PHONICS:** *Focus on Phonics:* BK 4, Practice 4B *-ue* BK 4, Practice 5 *-ew* **WORD FAMILIES:** *-ew, -ue*
Computer-Assisted Instruction	*Magic Slate* - Use with writing activities when appropriate. *Learn-a-Word* - Use the editor to create a word list from textbook, real world materials or writing activities. *Type to Learn* - Continue learning keyboard at individual pace. *Word Families* - Other sounds *-ew, -ue.*

Lesson 43 Continued

METHOD	SUGGESTED ACTIVITIES
Homework	**RECREATIONAL READING**: Read 5-10 minutes each day, noting pages read in a log. **REINFORCEMENT (of lesson)**: 1. Practice software used in lesson. 2. Re-read writing from lesson. **WRITING**: Student writes in journal 3-5 minutes each day. **PREPARATION (for next lesson)**: Bring different types of applications (job applications, subscription forms, library card application, etc.).

Lesson 44

OBJECTIVES: Student should be able to:
1. Identify 90% of sight words from text without hestiation.
2. Read and fill out application-type forms.
3. Write complete sentences.

METHOD	SUGGESTED ACTIVITIES — Teacher's Manual - pp. 153-156
Real World Reading	**1. RECREATIONAL READING:** a. Student and tutor briefly discuss prior read material. b. Student reads 5-10 minutes silently while tutor acts as a model and reads own material silently. c. Student and tutor briefly discuss content of material read. **2. INSTRUCTIONAL READING:** a. Applications and related forms 1. Tutor and student discuss different things people fill in application-type forms for (jobs, credit, magazine subscriptions, etc.). 2. Tutor and student discuss information usually required on forms. 3. Student reads different forms, follows instructions on them, and fills them in. b. Reading skills via oral technique selected from p. 4 according to student need.
Supplemental Text	*Job Application Language* *Filling Out Forms*: "Extra forms to fill out" *Forms*: "Applications, Insurance Claims, Credit Cards, etc. **3. SUSTAINED ORAL READING BY TUTOR:** (3-5 minutes) for entertainment or information and as a model of fluency and writing styles.
Writing	**ACTIVITY:** Description of a person, place or thing 1. Student and tutor select topic. 2. Tutor writes down key words. 3. Student writes sentences based on key words. **SKILLS:** (See p. 5)
Unit 7 The *ew* and the *ue* Combinations Lesson 2	**SIGHT WORDS:** watches, country, customers, calmly bonus, nose, dozen, bureau relative, else, attention, office truly, besides, receive
Word Patterns	**PREFIXES AND SUFFIXES:** *Rx for SPELLING:* Suffixes beginning with consonants *-ly, -ry*
Computer-Assisted Instruction	*Magic Slate* - Use with writing activities when appropriate. *Learn-a-Word in Metra* - Unit 7, *ew/ue* combos *Spelling Rules* - Adding suffixes beginning with consonants (*-ly*) *Type to Learn* - Continue learning keyboard at individual pace.

Lesson 44 continued

METHOD	SUGGESTED ACTIVITIES
Homework	**RECREATIONAL READING:** Read 5-10 minutes each day, noting pages read in a log. **REINFORCEMENT (of lesson):** Practice software used in lesson. **WRITING:** Student writes in journal 3-5 minutes each day. **PREPARATION (for next lesson):** Bring different schedules (TV, bus, etc.).

Lesson 45

OBJECTIVES: Student should be able to:

1. Read, with 100% accuracy, one- and two-syllable words that contain word segments that can be read phonetically.
2. Locate 3 specific items of information using schedules.

METHOD	SUGGESTED ACTIVITIES — Teacher's Manual - pp. 162-170
Real World Reading	**1. RECREATIONAL READING:** a. Student and tutor briefly discuss prior read material. b. Student reads 5-10 minutes silently while tutor acts as a model and reads own material silently. c. Student and tutor briefly discuss content of material read. **2. INSTRUCTIONAL READING:** a. Schedules 1. Tutor and student discuss different types of schedules: TV & radio, bus, plane, etc. 2. Using real schedule, tutor and student scan to see how it is set up and what other information is provided in schedule. 3. Tutor makes up situation calling for use of schedule and other information provided (what movie is on channel 8 Wednesday night and is it worth watching according to reviews? What bus would you take at what time and where to get from location A to location B?). 4. Student uses schedule to find information requested. b. Reading skills via oral technique selected from p. 4 according to student need.
Supplemental Text	*Reading Schedules* **3. SUSTAINED ORAL READING BY TUTOR:** (3-5 minutes) for entertainment or information and as a model of fluency and writing styles.
Writing	**ACTIVITY:** Description of a person, place or thing Student enters sentences written in lesson #44 in word processor. **SKILLS:** (See p. 5)
Unit 8 Common Word Segments Lesson 1	**PHONICS:** Common word segments that can be read phonetically (regular segments). Review Check #6, pages 154-155, 157-158 **WORD FAMILIES:** See pages 162-164
Word Patterns	**WORD FAMILIES:** Review problem word families introduced previously.
Computer-Assisted Instruction	*Magic Slate* - Use with writing activities when appropriate. *Learn-a-Word in Metra* - Unit 7, Review 6 *Odds & Ends* - Alphabetizing - Scrambled words 1 *Type to Learn* - Continue learning keyboard at individual pace. *Word Families* - Review problem word families introduced previously.
Homework	**RECREATIONAL READING:** Read 5-10 minutes each day, noting pages read in a log. **REINFORCEMENT (of lesson):** 1. Practice software used in lesson. 2. Re-read writing in terms of revision. **WRITING:** Student writes in journal 3-5 minutes each day. **PREPARATION (for next lesson):** Bring banking material.

Lesson 46

OBJECTIVES: Student should be able to:

1. Read, with 90% accuracy, words that contain irregular word segments.
2. Recall details significant to a stated purpose.
3. Revise own words to include additional details and appropriate sequencing
4. Write number words.
5. Fill out check and find balance on bank statement.

METHOD	SUGGESTED ACTIVITIES — Teacher's Manual - pp. 170-172
Real World Reading	**1. RECREATIONAL READING:** a. Student and tutor briefly discuss prior read material. b. Student reads 5-10 minutes silently while tutor acts as a model and reads own material silently. c. Student and tutor briefly discuss content of material read. **2. INSTRUCTIONAL READING:** a. Banking materials 1. Tutor and student look at banking items (checks, check register, monthly statement, savings passbook, deposit and withdrawl slips, etc.) which can be picked up from bank or seen in *Banking Language*. 2. Student reads different items, asking tutor about anything not understood. 3. Tutor makes up items and amounts for student to practice reading, writing and understanding about benefits and responsibilities of different types of accounts. b. Reading skills via oral technique selected from p. 4 according to student need.
Supplemental Text	*Forms*: Checking deposits, checks, savings deposits, etc. *Banking Language*: Unit 1, pp. 6 - 13 *Checking Account* *Pay by Check: A Guide to Checking Accounts*
	3. SUSTAINED ORAL READING BY TUTOR: (3-5 minutes) for entertainment or information and as a model of fluency and writing styles.
Writing	**ACTIVITY:** Description of a person, place or thing 1. Student adds details to sentences created in Lesson #44. 2. Student arranges sentences according to appropriate sequence (time, order of importance, space, etc.). 3. Student revises for sentence flow. 4. Using information from Real World Reading section, student practices writing checks. 5. Student writes a budget based on information from Real World Reading section.
Supplemental Text	*Make Your Money Grow: A Guide to Savings Plans* *Master Your Money: A Guide to Budgeting*
	SKILLS: (See p. 5)

Lesson 46 continued

METHOD	SUGGESTED ACTIVITIES
Unit 8 Common Word Segments Lesson 2	**PHONICS:** Common word segments that require proper pronunciation be memorized (irregular segments). **WORD FAMILIES:** *-alk, -ange, -are, -arge, -aste, -action* *-ible, -ief, -ield, -ight, -ild, -ind* *-le, -ore, -ought, -ould, -sion, -tire*
Word Patterns	**WORD FAMILIES:** *-alk, -ange, -are, -arge, -aste, -action* *-ible, -ief, -ield, -ight, -ild, -ind* *-le, -ore, -ought, -ould, -sion, -tire*
Computer-Assisted Instruction	*Magic Slate* - Use with writing activities when appropriate. *Learn-a-Word* - Use editor to create a word list of problem words from textook, real world materials or writing activities. *Odds & Ends* - Alphabetizing - Scrambled words 2 *Type to Learn* - Continue learning keyboard at individual pace. *Word Families* - Use editor to create exercise from problem words.
Homework	**RECREATIONAL READING:** Read 5-10 minutes each day, noting pages read in a log. **REINFORCEMENT (of lesson):** Practice software used in lesson. **WRITING:** Student writes in journal 3-5 minutes each day. **PREPARATION:** Student brings bills from home.

Lesson 47

OBJECTIVES: Student should be able to:

1. Pronounce the 15 most common prefixes.
2. Read words beginning with the most common prefixes and use them correctly in a sentence.
3. Identify different items on bills and receipts.
4. Read with 90% accuracy "balance due," "due date," "remittance," "finance charge," and "payment."

METHOD	SUGGESTED ACTIVITIES — Teacher's Manual - p. 178-179
Real World Reading	**1. RECREATIONAL READING:** a. Student and tutor briefly discuss prior read material. b. Student reads 5-10 minutes silently while tutor acts as a model and reads own material silently. c. Student and tutor briefly discuss content of material read. **2. INSTRUCTIONAL READING:** a. Bills and receipts 1. Tutor and student look at different bills student has brought from home. 2. Student identifies account number, total amount owed, what owed for, amount due, penalties for not paying full amount, due date and instructions for remittance. 3. Student explains steps used when currently paying bills (cash, check or money order; mail or in person; etc.) and whether or not he could simplify steps or save money by doing anything differently. b. Reading skills via oral technique selected from p. 4 according to student need.
Supplemental Text	*Be Credit-Wise*: "Reading a Credit Statement"
	3. SUSTAINED ORAL READING BY TUTOR: (3-5 minutes) for entertainment or information and as a model of fluency and writing styles.
Writing	**ACTIVITY:** Description of a person, place or thing Student enters revisions in word processing file. **SKILLS:** (See p. 5)
Unit 9 Prefixes and Suffixes Lesson 1	**PHONICS:** The 15 most common prefixes Review Check #7, pp. 172-175 (All sight words and phonetic rules previously introduced)
Word patterns	**PHONICS:** *Prefixes*: *ab- ad- be- com- de-* *dis- en- ex- im- in-* *pre- pro- re- sub- un-*
Computer-Assisted Instruction	*Magic Slate* - Use with writing activities when appropriate. *Learn-a-Word* - Use editor to create a word list from sight words, textbook, real world material, or writing activities. *Spelling Rules* - Prefixes *Type to Learn* - Continue learning keyboard at individual pace.

Lesson 47 continued

METHOD	SUGGESTED ACTIVITIES
Homework	**RECREATIONAL READING:** Read 5-10 minutes each day, noting pages read in a log. **REINFORCEMENT (of lesson):** 1. Practice software used in lesson. 2. Read printed writing from lesson. **WRITING:** Student writes in journal 3-5 minutes each day. **PREPARATION (for next lesson):** Bring set of instructions for assembling something, a game, or other to use in lesson #48.

Lesson 48

OBJECTIVES: Student should be able to:

1. Read words ending with the most common suffixes and use them correctly in a sentence.
2. Read without hesitation 5 key words selected from instructions.
3. Write 3 descriptive sentences of a person, place or thing using at least 2 descriptive details in each.

METHOD	SUGGESTED ACTIVITIES — Teacher's Manual - pp. 180-181
Real World Reading	**1. RECREATIONAL READING:** a. Student and tutor briefly discuss prior read material. b. Student reads 5-10 minutes silently while tutor acts as a model and reads own material silently. c. Student and tutor briefly discuss content of material read.
	2. INSTRUCTIONAL READING: a. Instructions 1. Student brings in assembly instructions and item (if feasible), or set of instructions to unfamiliar game, or checks out *According to Hoyle* or other book of card game rules. 2. Student reads and follows assembly instructions by assembling item or reads game rules and teaches tutor to play game. b. Reading skills via oral technique selected from p. 4 according to student need.
Supplemental Text	*Read the Instructions First* *Reading and Following Directions*
	3. SUSTAINED ORAL READING BY TUTOR: (3-5 minutes) for entertainment or information and as a model of fluency and writing styles.
Writing	**ACTIVITY:** Description of a person, place or thing 1. Tutor explains that in friendly letter-writing, the writer often describes a person, place or thing. It's not usually enough to say that something's beautiful or ugly, or a person's nice or a jerk, etc. The reader wants to know why. This is done via details and descriptive words that show the person, place or thing to be beautiful, ugly, nice, jerky, etc. 2. Student selects person, place or thing to describe and one overall idea or opinion about it. 3. Tutor writes idea or opinion in middle of page. 4. Student talks about item in detail. 5. Tutor writes down key details in starburst or circle around idea or opinion. 6. With details written down, tutor explains that student needs to present details in order of ascending importance and any that are not relevant to idea should be tossed. 7. Student numbers details for order of presentation. 8. Student writes sentence for each detail. 9. Student writes sentence for overall idea and adds others in paragraph format.
	SKILLS: (See p. 5)

Lesson 48 continued

METHOD	SUGGESTED
Unit 9 Prefixes and Suffixes	**PHONICS: The 20 most common suffixes**
Word Patterns	**PHONICS:** ***FOCUS ON PHONICS*:** **BK 4, Practice 7B *-s*** **BK 4, Practice 7C *-ing*** **BK 4, Practice 7E *-ed, -est*** **BK 4, Practice 7F *-er, -est*** **BK 4, Practice 11B *-ly*** **BK 4, Practice 16E *-ful, -less*** **BK 4, Practice 16F *-ment -ness*** **BK 4, Practice 20-A *-tion*** **SUFFIXES:** *-s* *-ed* *-ing* *-'s* *-s'* *-er, -est* *-ment* *-ous* *-ess* *-ness* *-less* *-ic* *-ty* *-ier* *-ful* *-ies* *-tion* *-ly* *-fy* *-ary*
Supplemental Text	Dictionary: Research meaning of 5 of the 20 most common suffixes.
Computer-Assisted Instruction	*Magic Slate* - Use with writing activities when appropriate. *Learn-a-Word* - Use editor to create a word list from textbook, real world materials or writing activities. *Spelling Rules* - Review suffixes beginning with vowels and suffixes beginning with consonants. *Type to Learn* - Continue learning keyboard at individual pace.
Homework	**RECREATIONAL READING**: Read 5-10 minutes each day, noting pages read in a log. **REINFORCEMENT (of lesson)**: 1. Practice software used in lesson. 2. Copy writing from lesson. **WRITING**: Student writes in journal 3-5 minutes each day. **PREPARATION (for next lesson)**: Bring maps or find library location of maps.

Lesson 49

OBJECTIVES: Student should be able to:

1. Read words beginning with the most common prefixes and ending with the most common suffixes and use them correctly in a sentence.
2. Locate information needed by using a map.
3. State in one sentence, an opinion or idea.

METHOD	SUGGESTED ACTIVITIES — Teacher's Manual - pp. 181-182
Real World Reading	**1. RECREATIONAL READING:** a. Student and tutor briefly discuss prior read material. b. Student reads 5-10 minutes silently while tutor acts as a model and reads own material silently. c. Student and tutor briefly discuss content of material read. **2. INSTRUCTIONAL READING:** a. Maps 1. Tutor and student discuss different types of maps: city street maps, state road maps, world country maps, building layout maps, topological maps, weather maps, etc. 2. Tutor and student discuss when different types of maps are needed. 3. Student plans imaginary trip, locating destination, routes for getting there and route to get to specific location (hotel, house, tourist attraction, etc.). b. Reading skills via oral technique selected from p. 4 according to student need.
Supplemental Text	*It's on the Map* **3. SUSTAINED ORAL READING BY TUTOR:** (3-5 minutes) for entertainment or information and as a model of fluency and writing styles.
Writing	**ACTIVITY:** Description of a person, place or thing 1. Tutor explains that since all the sentences written in Lesson #48 are related to one idea or opinion, they would all be part of one paragraph that either starts or ends with a statement of that idea or opinion. 2. Student writes a sentence for idea or opinion. 3. Student enters all sentences in word processing file in paragraph format. **SKILLS:** (See p. 5)
Unit 9 Prefixes and Suffixes Lesson 3	**PHONICS:** Words that contain both prefixes and suffixes.
Word Patterns	**ROOT WORDS:** Select a word and add prefixes and/or suffixes to make new words (e.g. like, alike, likely, disliked, unlike, likelihood, etc.
Supplemental Text	*The New Reading Teacher's Book of Lists*: p. 163, "Signal Words"

Lesson 49 continued

METHOD	SUGGESTED ACTIVITIES
Computer-Assisted Instruction	*Magic Slate* - Use with writing activities when appropriate. *Learn-a-Word* - Use editor to create an exercise of map-related words. *Where in the World is Carmen Sandiego?* - Locate on map one city or state visited while playing game. *Type to Learn* - Continue learning keyboard at individual pace.
Homework	**RECREATIONAL READING:** Read 5-10 minutes each day, noting pages read in a log. **REINFORCEMENT (of lesson):** 1. Practice software used in lesson. 2. Read paragraph print-out. **WRITING:** Student writes in journal 3-5 minutes each day. **PREPARATION (for next lesson):** Bring warranty.

Lesson 50

OBJECTIVES: Student should be able to:

1. Sound out compound words 90% of the time.
2. Read and identify period and limitations on a warranty.
3. Use transition correctly in constructing or rewriting short passage.

METHOD	SUGGESTED ACTIVITIES — Teacher's Manual - pp. 185-186
Real World Reading	**1. RECREATIONAL READING:** a. Student and tutor briefly discuss prior read material. b. Student reads 5-10 minutes silently while tutor acts as a model and reads own material silently. c. Student and tutor briefly discuss content of material read. **2. INSTRUCTIONAL READING:** a. Warranties 1. Student brings in warranty for item at home 2. Student reads warranty and identifies what is covered, how long coverage lasts and what to do after warranty expires. b. Reading skills via oral technique selected from p. 4 according to student need.
Supplemental	*Caution: Fine Pring Ahead*: "Guarantee" **3. SUSTAINED ORAL READING BY TUTOR:** (3-5 minutes) for entertainment or information and as a model of fluency and writing styles.
Writing	**ACTIVITY:** Description of a person, place or thing 1. Student and tutor read paragraph created in Lesson #49. 2. Assuming it's okay but doesn't flow well, tutor will explain need for transition and demonstrate either by using a transition word or phrase at the start of a sentence or by combining two sentences into one. (Order of importance transitions include enumerators such as *first, second*, etc.; comparatives such as *best of all, worst, the most*, etc.; additives such as *in addition, moreover, also*, etc. 3. Student adds transitions. **SKILLS:** (See p. 5)
Unit 10 Lesson 1	**SIGHT WORDS:** Multi-syllable words baseball, fireplace, snowshoes, airplane, sometime everyone, football, birthday, fisherman, policeman driftwood, spotless, himself, something, playmate peanut, everywhere, watchman, farmyard, bookcase herself, halfway, anything, nobody, playground tonight, snowball, everybody, nothing
Word Patterns	**SIGHT WORDS:** Compound words that use parts of words in sight word list (e.g. base<u>ball</u>, volley<u>ball</u>, basket<u>ball</u> or <u>base</u>ball, <u>base</u>board, etc.)

Lesson 50 continued

METHOD	SUGGESTED ACTIVITIES
Computer-Assisted Instruction	*Magic Slate* - Use with writing activites when appropriate. *Learn-a-Word* - Use editor to create word list of problem compound words. *Odds & Ends* - Syllables - Short words 1 *Type to Learn* - Continue learning keyboard at individual pace.
Homework	**RECREATIONAL READING**: Read 5-10 minutes each day, noting pages read in a log. **REINFORCEMENT (of lesson)**: 1. Practice software used in lesson. 2. Re-read paragraph from writing activities. **WRITING**: Student writes in journal 3-5 minutes each day. **PREPARATION (for next lesson)**: Student brings phone book or finds its location in a library.

Lesson 51

OBJECTIVES: Student should be able to:

1. Sound out, 90% of the time, multi-syllable words made of root words, prefixes, and suffixes.
2. Identify the parts of a telephone book.
3. Locate 3 specific items in yellow pages of telephone book.
4. Locate 3 specific names in white pages of telephone book.

METHOD	SUGGESTED ACTIVITIES — Teacher's Manual - pp. 187
Real World Reading	**1. RECREATIONAL READING:** a. Student and tutor briefly discuss prior read material. b. Student reads 5-10 minutes silently while tutor acts as a model and reads own material silently. c. Student and tutor briefly discuss content of material read.
	2. INSTRUCTIONAL READING: a. Phone book 1. Tutor explains that while phone book's basic purpose is obviously to provide phone numbers, it has a lot of other features as well. 2. Student looks through and identifies different sections of local phone book (phone company info section, zip code list, area code list, white pages, yellow pages and yellow page index, maps, etc.) 3. Tutor makes up questions (examples follow) so that student makes use of different sections: a. How much should student's basic bill per month be? b. Who is student's State Assemblyman? Senator? County Commissioner? c. What number would he call for police? fire? FBI? d. What is the address and zip code for the library he is in? e. What is the area code to call for (select a town and state)? f. What is the phone number for (someone's name)? g. How many different stores sell (select an item) and which is closest to the library student is in? h. Find gate AB at McCarren airport, seat #G18, section 121 at Thomas and Mack, the Dickinson Library at UNLV, seat #S2[illegible] at Ham Concert b. Reading skills via oral technique selected from p. 4 according to student need.
Supplemental Text	*Using the Phone Book*
	3. SUSTAINED ORAL READING BY TUTOR: (3-5 minutes) for entertainment or information and as a model of fluency and writing styles.
Writing	**ACTIVITY:** Description of a person, place or thing Student adds revisions to word processing file created in Lesson #49. **SKILLS:** (See p. 5)
Unit 10 Lesson 2	**SIGHT WORDS:** Long words made up of word segments, prefixes, and suffixes

accepting	blindfolded	advertising	assembly
becoming	advisable	assembling	resubmitting
bottomless	innumerable	masterful	disenchanted
marvelous	prosperous	mysterious	amusement
importance	annoyance	clearance	precaution

Lesson 51 continued

METHOD	SUGGESTED ACTIVITIES
Word Patterns	**ROOT WORDS:** Select a word and add prefixes and/or suffixes to make new words (e.g. assemble, assembling, assembly, etc.). **SYLLABLES:** Use words from textbook, real world activities or writing activities to syllabize.
Computer-Assisted Instruction	*Magic Slate* - Use with writing activities when appropriate. *Learn-a-Word* - Use editor to create an exercise of problem words from textbook, real world materials or writing activities. *Odds & Ends* - Syllables - Short words 2 *Type to Learn* - Continue learning keyboard at invididual pace.
Homework	**RECREATIONAL READING**: Read 5-10 minutes each day, noting pages read in a log. **REINFORCEMENT (of lesson)**: 1. Practice software used in lesson. 2. Re-read writing print-out. **WRITING**: Student writes in journal 3-5 minutes each day. **PREPARATION (for next lesson)**: Bring recipe(s) or other instructions that use measurements.

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Lesson 52

OBJECTIVES: Student should be able to:

1. Identify long words made up of small parts.
2. Identify measuring abbreviations, ingredients called for, and preparation instructions used in recipes.
3. Write or rewrite sentences replacing verbs "to be" and " to have" with more descriptive verbs.

METHOD	SUGGESTED ACTIVITIES — Teacher's Manual - pp.188
Real World Reading	**1. RECREATIONAL READING:** a. Student and tutor briefly discuss prior read material. b. Student reads 5-10 minutes silently while tutor acts as a model and reads own material silently. c. Student and tutor briefly discuss content of material read. **2. INSTRUCTIONAL READING:** a. Recipes 1. Student brings in recipe that he might like to make or looks through newspaper food section for recipe. 2. Student identifies measuring abbreviations used and tells what they are short for. Tutor defines any that are unfamiliar to student. 3. Student identifies ingredients called for. 4. Student reads preparation instructions and explains to tutor how to make item. b. Reading skills via oral technique selected from p. 4 according to student need.
Supplemental Text	*Reading and Following Directions*: "Making Things to Eat"
	3. SUSTAINED ORAL READING BY TUTOR: (3-5 minutes) for entertainment or information and as a model of fluency and writing styles.
Writing	**ACTIVITY:** Description of a person, place or thing 1. Assuming that the student has used verbs mostly made from the verbs *to be* and *to have*, tutor explains that descriptions need descriptive words everywhere. 2. Tutor goes through and circles forms of the verbs *to be* and *to have*, pointing out to student that they are pretty blah words. 3. Student and tutor think of descriptive verbs to replace these (e.g. *He <u>has</u> a nice smile.* might become *his smile <u>spreads</u> all the way up to his eyes*). 4. Student enters revisions in word processing file. **SKILLS:** (See p. 5)
Unit 10 Lesson 3	**SIGHT WORDS:** Long words made up of small parts

treatment	dangerous	amazement	investment
altogether	enlighten	prolong	exchange
dishonest	enjoyable	napkin	readiness
annoyance	wonderful	unsuitable	unfavorable
talkative	performance	improvement	enrollment
refreshment	construction	apartment	amendment

Word Patterns	**ROOT WORDS:** Use words from textbook, real world materials or writing activities to create long words from small parts.

Lesson 52 continued

METHOD	SUGGESTED ACTIVITIES
Computer-Assisted Instruction	*Magic Slate* - Use with writing activities when appropriate. *Learn-a-Word* - Use editor to create an exercise of problem words from textbook, real world materials or writing activities. *Odds & Ends* - Syllables - Medium words 1 *Type to Learn* - Continue learning keyboard at individual pace.
Homework	**RECREATIONAL READING:** Read 5-10 minutes each day, noting pages read in a log. **REINFORCEMENT (of lesson):** 1. Practice software used in lesson. 2. Re-read writing print-out **WRITING:** Student writes in journal 3-5 minutes each day. **PREPARATION (for next lesson):** 1. Bring labels (food, clothing, machine instructions, etc.). 2. Bring address of business to write letter to.

Lesson 53

OBJECTIVES: Student should be able to:

1. Pronounce and use 90% of words from text without hesitation.
2. Use the dictionary to help pronounce long words from text.
3. Locate 3 specific items on a label.
4. Write a complaint letter using proper format.

METHOD	SUGGESTED ACTIVITIES Teacher's Manual - pp. 189
Real World Reading	**1. RECREATIONAL READING:** a. Student and tutor briefly discuss prior read material. b. Student reads 5-10 minutes silently while tutor acts as a model and reads own material silently. c. Student and tutor briefly discuss content of material read. **2. INSTRUCTIONAL READING:** a. Labels 1. Tutor and student identify different kinds of labels (clothing, food packages, etc.). 2. Student and tutor identify what kind of information is on the different kinds of labels. 3. Student reads different labels (either brought in or in supplemental text) and explains to tutor what information is provided. b. Reading skills via oral technique selected from p. 4 according to student need.
Supplemental Text	*What You Need to Know About Reading Labels, Directions & Newspapers*, Section 1, "Reading Labels" *Label Talk* **3. SUSTAINED ORAL READING BY TUTOR:** (3-5 minutes) for entertainment or information and as a model of fluency and writing styles.
Writing	**ACTIVITY:** Business letter of complaint 1. Tutor explains that a letter of complaint is similar to a letter of request in format, briefness, and need for details. 2. Student follows earlier format and writes letter of complaint. **SKILLS:** (See p. 5)
Unit 10 Lesson 4	**PHONICS:** Pronouncing and using long words from text
Word Patterns	**SYLLABLES:** long words from text, real world materials or writing activities divided into small parts.
Computer-Assisted Instruction	*Magic Slate* - Use with writing activities when appropriate. *Learn-a-Word* - Use editor to create an exercise of problem words from textbook, real world materials or writing activities. *Type to Learn* - Continue learning keyboard at individual pace.
Homework	**RECREATIONAL READING:** Read 5-10 minutes each day, noting pages read in a log. **REINFORCEMENT (of lesson):** 1. Practice software used in lesson. 2. Read/copy letter written in lesson. **WRITING:** Student writes in journal 3-5 minutes each day. **PREPARATION (for next lesson):** Bring a newspaper or word puzzle book.

Lesson 54

OBJECTIVES: Student should be able to:

1. Pronounce and use long words from text 90% of the time without hesitation.
2. Use a dictionary to help pronounce words from text.
3. Complete part of a word puzzle.

METHOD	SUGGESTED ACTIVITIES Teacher's Manual - pp. 190
Real World Reading	**1. RECREATIONAL READING:** a. Student and tutor briefly discuss prior read material. b. Student reads 5-10 minutes silently while tutor acts as a model and reads own material silently. c. Student and tutor briefly discuss content of material read. **2. INSTRUCTIONAL READING:** a. Word puzzles 1. Tutor and student look through newspaper or puzzle books for different types of word puzzles (crosswords, word search, scrambled words, etc.) 2. Tutor explains that instructions on how to do these puzzles are not always included and asks if student can figure out how to do them or wants some help. 3. Tutor and student do at least part of each kind of puzzle together. 4. Tutor may use scrabble tiles (or similar letter cards) to help student see word left to right for word searches or to manipulate letters to unscramble words or to try to fill in remainder of partially filled-in crossword answer. b. Reading skills via oral technique selected from p. 4 according to student need. **3. SUSTAINED ORAL READING BY TUTOR:** (3-5 minutes) for entertainment or information and as a model of fluency and writing styles.
Writing	**ACTIVITY:** Business letter of complaint Student enters letter created in Lesson #53 in word processing file. **SKILLS:** (See p. 5)
Unit 10 Lesson 5	**PHONICS:** Pronounce and use long words from text.
Word Patterns	**PHONICS:** Dictionary: Use to aid pronouncing and using long words from textbook, real world materials or writing activities
Computer-Assisted Instruction	*Magic Slate* - 1. Use with writing activities when appropriate. 2. Create a word search puzzle. *Learn-a-Word* - Use editor to create an exercise of problem words from textbook, real world materials or writing activities. *Odds & Ends* - Syllables - Long words 1 *Type to Learn* - Continue learning keyboard at individual pace. *Crossword Magic* - Create a crossword puzzle.

METHOD	SUGGESTED ACTIVITIES Teacher's Manual - p. 191
Homework	**RECREATIONAL READING:** Read 5-10 minutes each day, noting pages read in a log. **REINFORCEMENT (of lesson):** 1. Practice software used in lesson. 2. Read letter print-out. **WRITING:** Student writes in journal 3-5 minutes each day. **PREPARATION (for next lesson):** Bring several menus from your favorite restaurants.

Lesson 56

OBJECTIVES: Student should be able to:

1. Read and pronounce 90% of words from a book somewhat above student's reading level.
2. Read without hesitation at least 5 key words from order form (e.g. cost, quantity, item number) and fill out catalogue order form.

METHOD	SUGGESTED ACTIVITIES Teacher's Manual - p. 193
Real World Reading	**1. RECREATIONAL READING:** a. Student and tutor briefly discuss prior read material. b. Student reads 5-10 minutes silently while tutor acts as a model and reads own material silently. c. Student and tutor briefly discuss content of material read. **2. INSTRUCTIONAL READING:** a. Catalogues 1. Student looks through catalogs for items he might be interested in, then reads the copy for each item. 2. Tutor and student discuss the copy, looking for the features of each item and the benefits for the buyer. 3. Tutor and student discuss what is NOT stated in the copy that a potential buyer might want to know. 4. Student reads order form to determine what information is needed to order, what added costs will be incurred, how long delivery will take, etc. 5. Student follows instructions on order form by filling it out for items selected. b. Reading skills via oral technique selected from p. 4 according to student need. **3. SUSTAINED ORAL READING BY TUTOR:** (3-5 minutes) for entertainment or information and as a model of fluency and writing styles.
Writing	**ACTIVITY:** Business letter of complaint Student enters changes in word processing file. **SKILLS:** (See p. 5)
Unit 10 Lesson 7	**PHONICS:** Read and pronounce words that appear in a book selected by student.
Word Patterns	**PHONICS:** Dictionary: Use to aid in reading and pronouncing words from textbook, real world materials or writing activities.
Computer-Assisted Instruction	*Magic Slate* - Use with writing activities when appropriate. *Learn-a-Word* - Use editor to create an exercise of problem words from textbook, real world materials or writing activities. *Type to Learn* - Continue to learn keyboard at individual pace.

Lesson 56 continued

METHOD	SUGGESTED ACTIVITIES
Homework	**RECREATIONAL READING:** Read 5-10 minutes each day, noting pages read in a log. **REINFORCEMENT (of lesson):** 1. Practice software used in lesson. 2. Re-read letter print-out. **WRITING:** Student writes in journal 3-5 minutes each day. **PREPARATION (for next lesson):** Bring envelope.

Lesson 57

OBJECTIVES: Student should be able to:

1. Identify 90% of sight words from text without hesitation.
2. Use proper inflection while reading passage orally.
3. Address business envelope.

METHOD	SUGGESTED ACTIVITIES Teacher's Manual - pp. 198
Real World Reading	**1. RECREATIONAL READING:** a. Student and tutor briefly discuss prior read material. b. Student reads 5-10 minutes silently while tutor acts as a model and reads own material silently. c. Student and tutor briefly discuss content of material read. **2. INSTRUCTIONAL READING:** a. Vocal expression in oral reading 1. Student selects a comic book style classic. 2. Tutor explains that the majority of writing in this selection is dialogue rather than description or narration and should be read as though someone is speaking the words. 3. Tutor points out punctuation that aids the reader in deciding tone of voice and expressive pauses: exclamation point (!) means anger or excitement; elipsis (. . .) means pause; etc. 4. Student chooses character and silently reads several pages of that character's words only while tutor silently reads the other characters' words and any narrative. 5. Tutor and student read their assigned roles aloud. 6. Student summarizes material read. b. Reading skills via oral technique selected from p. 4 according to student need. **3. SUSTAINED ORAL READING BY TUTOR:** (3-5 minutes) for entertainment or information and as a model of fluency and writing styles.
Writing	**ACTIVITY:** Business letter of complaint Student addresses envelope **SKILLS:** (See p. 5)
Unit 11 Lesson 1	**SIGHT WORDS:** ahead, baby, aisle, appreciate April, basis, although, argument acres, among, astronaut, adequate August, balk, belief, brief buffalo, built, calf, characters Review Check #9: All phonetic rules previously introduced
Word Patterns	**MONTHS OF THE YEAR:** Review all months of the year. **SPELLING RULES:** *Rx for Spelling*: Review ie vs ei **WORD FAMILIES:** *-ead* (as short *e* sound), *-alk*, *-ate*

Lesson 57 continued

METHOD	SUGGESTED ACTIVITIES
Computer-Assisted Instruction	*Magic Slate* - Use with writing activities when appropriate. *Learn-a-Word in Metra* - U11 Lesson 1 *Spelling Rules* - ie vs ei *Type to Learn* - Continue learning keyboard at individual pace. *Masterspell Word Groups* - Months *Word Families* - Create exercises from *-ead* (as short *e* sound), -alk, -ate problem words.
Homework	**RECREATIONAL READING:** Read 5-10 minutes each day, noting pages read in a log. **REINFORCEMENT (of lesson):** Practice software used in lesson. **WRITING:** Student writes in journal 3-5 minutes each day.

Lesson 58

OBJECTIVES: Student should be able to:

1. Identify 90% of the sight words from text without hesitation.
2. Use different inflection to change the meaning of a sentence.
3. Write a thank you note.

METHOD	SUGGESTED ACTIVITIES — Teacher's Manual - p. 199
Real World Reading	**1. RECREATIONAL READING:** a. Student and tutor briefly discuss prior read material. b. Student reads 5-10 minutes silently while tutor acts as a model and reads own material silently. c. Student and tutor briefly discuss content of material read. **2. INSTRUCTIONAL READING:** a. Vocal expressions in oral reading 1. Tutor and student review previous reading "performances," printed indicators of expression, and what is known about each character to indicate tone of voice, making suggestions for improved oral reading. Discuss how inflection can change meaning. 2. Student selects same or different role from previous lesson. 3. Tutor and student read assigned roles silently. 4. Tutor and student read assigned roles aloud, using appropriate inflection. 5. Student summarizes material read. b. Reading skills via oral technique selected from p. 4 according to student need.
Supplemental Text	*The New Reader's Book of Lists*: "Sentence Tunes," p. 169 (Emphasize italicized word to change meaning of sentence.) **3. SUSTAINED ORAL READING BY TUTOR:** (3-5 minutes) for entertainment or information and as a model of fluency and writing styles.
Writing	ACTIVITY: Thank you note 1. Tutor and student discuss when thank you notes are the courteous thing to do (gift, visit, a kind act, etc.) 2. Tutor shows student basic format of thank you note (paper size, salutation, brief body, closing, signature). 3. Tutor shows and explains the body of note (thank you for the. . . why it was such a wonderful thing. . . one other related item). 4. Student writes thank you note. **SKILLS:** (See p. 5)
Unit 11 Lesson 2	SIGHT WORDS: bind, bough, brilliant, cause, curiosity, chief, business, colonel, coming, early, bury, climate, colt, dessert, ease, child, cupboard, breath, dread, discipline
Word Patterns	HOMONYMS & CONFUSING PAIRS: dessert/desert WORD FAMILIES: Review *-ind, ild, -olt* PREFIXES: *-ear* as *er* sound (*heard, early, earth*)

Lesson 58 continued

METHOD	SUGGESTED ACTIVITIES
Computer-Assisted Instruction	*Magic Slate* - Use with writing activities when appropriate. *Learn-a-Word in Metra* - U11 Lesson 2 *Type to Learn* - Continue learning keyboard at individual pace. *Word Families* - Use editor to create an exercise from problem word families. *Homonyms & Confusing Pairs* - Use editor to create an exercise of *dessert/desert* sentences.
Homework	**RECREATIONAL READING:** Read 5-10 minutes each day, noting pages read in a log. **REINFORCEMENT (of lesson):** 1. Practice software used in lesson. 2. Copy thank you note written in lesson. **WRITING:** Student writes in journal 3-5 minutes each day. **PREPARATION (for next lesson):** Bring note paper, envelope and address for thank you.

Lesson 59

OBJECTIVES: Student should be able to:
1. Identify 90% of sight words from text without hesitation
2. Use appropriate inflection while reading aloud.
2. Address an envelope for thank you note.

METHOD	SUGGESTED ACTIVITIES Teacher's Manual - pp. 200-201
Real World Reading	**1. RECREATIONAL READING:** a. Student and tutor briefly discuss prior read material. b. Student reads 5-10 minutes silently while tutor acts as a model and reads own material silently. c. Student and tutor briefly discuss content of material read. **2. INSTRUCTIONAL READING:** a. Vocal expression in oral reading 1. Tutor and student review previous reading "performance", printed indicators of expression, and what is known about each character to indicate tone of voice, making suggestions for improved oral reading. 2. Student selects same or different role from previous lesson 3. Tutor and student read assigned roles silently. 4. Tutor and student read assigned roles aloud. 5. Student summarizes material read. b. Reading skills via oral technique selected from p. 4 according to student need. **3. SUSTAINED ORAL READING BY TUTOR:** (3-5 minutes) for entertainment or information and as a model of fluency and writing styles.
Writing	**ACTIVITY:** Addressing an envelope for thank you note 1. Student and tutor critique note for content, spelling, penmanship. 2. Student rewrites if necessary. 3. Student addresses envelope (smaller size for note) **SKILLS:** (See p. 5)
Unit 11 Lesson 3	**SIGHT WORDS:** deaf conscious corps debris efficient corpse debt eighth coup endurance course drought engine courteous desert cousin distance etc. gasoline environment
Word Patterns	**HOMONYMS & CONFUSING PAIRS:** coarse/course **WORD GROUPS:** Number Words: Review ordinal numbers Relative Words: mother, father, brother, sister, cousin, etc.
Computer-Assisted Instruction	*Magic Slate* - Use with writing activities when appropriate. *Learn-a-Word in Metra* - U11 Lesson 3 *Homonyms & Confusing Pairs* - Coarse/course *Type to Learn* - Continue learning keyboard at individual pace.

Lesson 59 continued

METHOD	SUGGESTED ACTIVITIES
Homework	**RECREATIONAL READING:** Read 5-10 minutes each day, noting pages read in a log. **REINFORCEMENT (of lesson):** Practice software used in lesson. **WRITING:** Student writes in journal 3-5 minutes each day. **PREPARATION (for next lesson):** Bring memo/message form.

Lesson 60

OBJECTIVES: Student should be able to:

1. Identify 90% of sight words from text without hesitation.
2. Use different inflection to indicate change in tone of voice.
2. Write a memo.

METHOD	SUGGESTED ACTIVITIES — Teacher's Manual - pp. 201-202
Real World Reading	**1. RECREATIONAL READING:** a. Student and tutor briefly discuss prior read material. b. Student reads 5-10 minutes silently while tutor acts as a model and reads own material silently. c. Student and tutor briefly discuss content of material read. **2. INSTRUCTIONAL READING:** a. Vocal expression in oral reading 1. Tutor and student review previous reading "performance", printed indicators of expression, and what is known about each character to indicate tone of voice, making suggestions for improved oral reading. 2. Student selects same or different role from previous lesson. 3. Tutor and student read assigned roles silently. 4. Tutor and student read assigned roles aloud. 5. Student summarizes material read. b. Reading skills via oral technique selected from p. 4 according to student need. **3. SUSTAINED ORAL READING BY TUTOR:** (3-5 minutes) for entertainment or information and as a model of fluency and writing styles.
Writing	**ACTIVITY:** Memos 1. Tutor shows student format of typical inter-office memo (DATE: TO: FROM: RE: etc.). 2. Tutor tells student gist of message, as if tutor is student's boss (could include abbreviations such as No., name of month, measurements, (such as oz., yds., etc.). 3. Student writes memo per format. **SKILLS:** (See p. 5)
Unit 11 Lesson 4	**SIGHT WORDS:** ghetto — exaggerate — grief — geography existence — guest — glacier — extraordinary guide — gloves — guy — February ft. — irresistible — health — hygiene league — heaven — isle — lettuce
Word Patterns	**ABBREVIATIONS:** ft. = foot yd. = yard **SPELLING RULES:** *Rx for Spelling*: Review ie vs ei **ROOT WORDS:** Look up meaning and list words with same ending (phono*graph*/photo*graph*)

Lesson 60 continued

METHOD	SUGGESTED ACTIVITIES
Computer-Assisted Instruction	*Magic Slate* - Use with writing activities when appropriate. *Learn-a-Word in Metra* - U11 Lesson 4 *Spelling Rules* - ie vs ei *Type to Learn* - Continue learning keyboard at individual pace.
Homework	**RECREATIONAL READING:** Read 5-10 minutes each day, noting pages read in a log. **REINFORCEMENT (of lesson):** 1. Practice software used in lesson. 2. Copy memo written in lesson. **WRITING:** Student writes in journal 3-5 minutes each day. **PREPARATION (for next lesson):** Bring a book of poetry to next lesson.

Lesson 61

OBJECTIVES: Student should be able to:

1. Identify 90% of sight words from text without hesitation.
2. Select and read short poem.
3. Revise a memo written previously.

METHOD	SUGGESTED ACTIVITIES — Teacher's Manual - pp. 203-204
Real World Reading	**1. RECREATIONAL READING:** a. Student and tutor briefly discuss prior read material. b. Student reads 5-10 minutes silently while tutor acts as a model and reads own material silently. c. Student and tutor briefly discuss content of material read. **2. INSTRUCTIONAL READING:** a. Poetry 1. Tutor brings several poems or a book of poetry to session. 2. Tutor illustrates difference between poetry and prose by retelling in own words, for instance, the story of "The Night Before Christmas" and then reciting it. 3. Tutor and student discuss the difference between poetry and prose: a. Poetry is rhythmic; prose is more like natural speech. b. Poetry is usually more condensed than prose and full of imagery. c. Poetry looks different on the page. d. Poetry is easier to remember because of its rhythm and sometimes rhyme (thus it's also older and pre-dates actual writing). e. Poetry can tell a story (narrative poetry) or express feelings (lyric poetry). 4. Tutor selects short poem and reads to student. 5. Tutor and student discuss poem's content and how poetic form gets idea across differently than if written in prose. 6. Student selects short poem, reads it silently, then aloud. 7. Tutor and student discuss poem. b. Reading skills via oral technique selected from p. 4 according to student need. **3. SUSTAINED ORAL READING BY TUTOR:** (3-5 minutes) for entertainment or information and as a model of fluency and writing styles.
Writing	**ACTIVITY:** Memos 1. Student and tutor critique memo: does it have all necessary information? If not, student adds details (date, time, names, places, etc.). 2. Student and tutor critique penmanship: is it easy to read? 3. Student rewrites note (if needed). **SKILLS** (See p. 5)
Unit 11 Lesson 6	**SIGHT WORDS:** height — healthy — imagine — January length — leisure — journey — liable initiative — language — literature — humorous iron — locale — host — loose lose — mild — muscle — machine

Lesson 61 continued

METHOD	SUGGESTED ACTIVITIES
Word Patterns	**HOMONYMS & CONFUSING PAIRS:** loose/lose, locale/local **SPELLING RULES:** *Rx for Spelling*: ei vs ie (exceptions) **WORD FAMILIES:** *-ost*
Computer-Assisted Instruction	*Magic Slate* - Use with writing activities when appropriate. *Learn-a-Word in Metra* - U11 Lesson 5 *Spelling Rules* - ei vs ie *Type to Learn* - Continue learning keyboard at individual pace. *Homonyms & Confusing Pairs - loose/lose* *Word Families - -ost*
Homework	**RECREATIONAL READING:** Read 5-10 minutes each day, noting pages read in a log. **REINFORCEMENT (of lesson):** Practice software used in lesson. **WRITING:** Student writes in journal 3-5 minutes each day. **PREPARATION (for next lesson):** Bring book of poetry.

Lesson 62

OBJECTIVES: Student should be able to:
1. Identify 90% of sight words from text without hesitation.
2. Use imagery to describe a poem read.

METHOD	SUGGESTED ACTIVITIES Teacher's Manual - p. 204-205
Real World Reading	**1. RECREATIONAL READING:** a. Student and tutor briefly discuss prior read material. b. Student reads 5-10 minutes silently while tutor acts as a model and reads own material silently. c. Student and tutor briefly discuss content of material read. **2. INSTRUCTIONAL READING:** a. Imagery 1. Tutor explains that poetry uses imagery (word pictures that appeal to the different senses) to get feelings across. 2. Tutor reads aloud a poem and student tries to visualize images presented. 3. Student describes what he visualized from poem. 4. Student selects poem, reads it silently, then aloud. 5. Tutor and student discuss imagery in poem. b. Reading skills via oral technique selected from p. 4 according to student need. **3. SUSTAINED ORAL READING BY TUTOR:** (3-5 minutes) for entertainment or information and as a model of fluency and writing styles.
Writing	**ACTIVITY:** Memos 1. Tutor explains that business memos are usually typed or computer generated. 2. Student enters note in word processing file. **SKILLS** (See p. 5)
Unit 11 Lesson 6	**SIGHT WORDS:** museum magazine noticeable mall mischief mosquito notice Nov. mysterious mischievous Mar. marriage Mon. natives obey matinee mortgage occasion measure purple
Word Patterns	**WORD GROUPS:** Months of the year, days of the week **CONSONANTS:** Soft *c* words (noticeable, cycle, rice, etc.)
Computer-Assisted Instruction	*Magic Slate* - Use with writing activities when appropriate. *Learn-a-Word in Metra* - U11 Lesson 6 *Missing Links* - Use editor to create an exercise from problem sight words, real world reading, and writing activities. *Type to Learn* - Continue learning keyboard at individual pace. *Masterspell Word Groups* - Months of the year, days of the week

Lesson 63 continued

METHOD	SUGGESTED ACTIVITIES
Computer-Assisted Instruction	*Magic Slate* - Use with writing activities when appropriate. *Learn-a-Word in Metra* - U11 Lesson 7 *Masterspell Word Groups* - pizza *Grammar Gremlins* - Level 2 rules - Abbreviations *Type to Learn* - Continue learning keyboard at individual pace.
Homework	**RECREATIONAL READING:** Read 5-10 minutes each day, noting pages read in a log. **REINFORCEMENT (of lesson):** Practice software used in lesson. **WRITING:** Student writes in journal 3-5 minutes each day.

Lesson 64

OBJECTIVES: Student should be able to:

1. Identify 90% of sight words from text without hesitation.
2. Provide examples of poetry used in every day life.
3. Write a paragraph of his qualifications and job-related work experience.

METHOD	SUGGESTED ACTIVITIES — Teacher's Manual - pp. 206-207
Real World Reading	**1. RECREATIONAL READING:** a. Student and tutor briefly discuss prior read material. b. Student reads 5-10 minutes silently while tutor acts as a model and reads own material silently. c. Student and tutor briefly discuss content of material read. **2. INSTRUCTIONAL READING:** a. Everyday poetry 1. Tutor and student identify poetry used in every day life: Greeting cards, advertising jingles and slogans, song lyrics. 2. Tutor and student read samples brought in or write down any they can remember (Valentine card verses, song lyrics, ad jingles). 3. Tutor and student discuss purpose of poetry read and how well achieved. a. Ad jingle: remember brand. b. Greeting card verses: express humor or sentiment. c. Songs: tell story or express feelings. b. Reading skills via oral technique selected from p. 4 according to student need. **3. SUSTAINED ORAL READING BY TUTOR:** (3-5 minutes) for entertainment or information and as a model of fluency and writing styles.
Writing	**ACTIVITY:** Business letter/resume 1. Student makes a list of qualifications for job, relevant work experience, possible references. 2. Student and tutor go over list to note where details need to be added, what order items should be in, and what needs a new paragraph. 3. Student writes first paragraph of his qualifications and job-related work experience. **SKILLS** (See p. 5)
Unit 11 Lesson 8	**SIGHT WORDS:** ounce — principal — receipt — plaid principle — pigeon — Sept. — Sat. region — sew — statue — stereo reign — shield — scheme — restaurant siege — son — soften — soldier
Word Patterns	**HOMONYMS & CONFUSING PAIRS:** sew/so, son/sun, principle/principal, reign/rain **SPELLING RULES:** ei vs ie **ROOT WORDS:** soft, soft<u>en</u>, soft<u>er</u>, soft<u>est</u>

Lesson 64 continued

METHOD	SUGGESTED ACTIVITIES
Computer-Assisted Instruction	*Magic Slate* - Use with writing activities when appropriate. *Learn-a-Word in Metra* - U11 Lesson 8 *Homonyms & Confusing Pairs* - 1. son/sun, reign/rain. 2. Use editor to create an exercise. *Spelling Rules* - ie vs ei *Type to Learn* - Student continues learning keyboard at individual pace.
Homework	**RECREATIONAL READING:** Read 5-10 minutes each day, noting pages read in a log. **REINFORCEMENT (of lesson):** Practice software used in lesson. **WRITING:** Student writes in journal 3-5 minutes each day. **PREPARATION (for next lesson):** Bring book of fables.

Lesson 65

OBJECTIVES: Student should be able to:
1. Identify 90% of sight words from text without hesitation.
2. Identify a fable form of story.

METHOD	SUGGESTED ACTIVITIES — Teacher's Manual - pp. 208-209
Real World Reading	**1. RECREATIONAL READING:** a. Student and tutor briefly discuss prior read material. b. Student reads 5-10 minutes silently while tutor acts as a model and reads own material silently. c. Student and tutor briefly discuss content of material read. **2. INSTRUCTIONAL READING:** a. Fables 1. Tutor explains that a fable is a story that a. is a very old, universal form of writing. b. can be told in either prose or verse (poetry). c. has a moral to it. d. usually has animals for characters but not always. e. the most famous of which are by Aesop (Greek), La Fontaine (French), Gay (English), Lessing (German), Krylov (Russian). f. also appeals to children (Kipling's *Jungle Book* and *Just So Stories*, Joel Chandler Harris' Uncle Remus stories). g. can be an entire book, such as George Orwell's *Animal Farm.* h. is often rewritten for modern times (*Modern Fables* in CALL collection). 2. Student reads fable silently, then aloud. 3. Tutor and student discuss moral of fable and application to people today. b. Reading skills via oral technique selected from p. 4 according to student need.
Supplemental Text	*Encyclopedia*: "Aesop's Fables" *Modern Fables*
	3. SUSTAINED ORAL READING BY TUTOR: (3-5 minutes) for entertainment or information and as a model of fluency and writing styles.
Writing	ACTVITY: Business letter/resume 1. Student and tutor revise and edit paragraph written in Lesson #64 2. Student writes next paragraph on other work experience. **SKILLS** (See p. 5)
Unit 11 Lesson 9	**SIGHT WORDS:**

St.	stationery	tobacco	Tues.
steak	sword	thieves	sweat
thief	thread	typical	these
Thurs.	sufficient	Sun.	ton
unit	through	united	tournament

Lesson 65 continued

METHOD	SUGGESTED ACTIVITIES
Word Patterns	**HOMONYMS & CONFUSING PAIRS:** Stationary/stationery **SPELLING RULES:** *Rx for Spelling*: Plurals on *f* ending words (thief/thieves)
Computer-Assisted Instruction	*Magic Slate* - Use with writing activities when appropriate. *Learn-a-Word in Metra* - U11 Lesson 9 *Spelling Rules* - Plurals and verbs - Nouns ending in *f* or *fe* *Type to Learn* - Continue learning keyboard at individual pace. *Homonyms & Confusing Pairs* - Use editor to create an exercise for stationery/stationary.
Homework	**RECREATIONAL READING:** Read 5-10 minutes each day, noting pages read in a log. **REINFORCEMENT (of lesson):** 1. Practice software used in lesson 2. read letter written in lesson. **WRITING:** Student writes in journal 3-5 minutes each day. **PREPARATION (for next lesson):** Bring a book of fables.

Lesson 66

OBJECTIVES: Student should be able to:
1. Identify 90% of sight words from text without hesitation.
2. Identify fable.
3. Revise and edit paragraph created previously.

METHOD	SUGGESTED ACTIVITIES Teacher's Manual - pp. 209
Real World Reading	**1. RECREATIONAL READING:** a. Student and tutor briefly discuss prior read material. b. Student reads 5-10 minutes silently while tutor acts as a model and reads own material silently. c. Student and tutor briefly discuss content of material read. **2. INSTRUCTIONAL READING:** a. Fables 1. Student selects fable, old or modern. 2. Student reads fable silently, then aloud. 3. Tutor and student discuss moral of fable and application to people today. b. Reading skills via oral technique selected from p. 4 according to student need.
Supplemental Text	*Modern Fables* **3. SUSTAINED ORAL READING BY TUTOR:** (3-5 minutes) for entertainment or information and as a model of fluency and writing styles.
Writing	**ACTIVITY:** Business letter/resume 1. Student and tutor revise and edit paragraph written in Lesson #65 2. Student writes last paragraph on references. **SKILLS:** (See p. 5)
Unit 11 Lesson 10	**SIGHT WORDS:** again, against, already, analyze another, answer, any, arithmetic because, become, been, build busy, buy, captain, curve depot, dove, eight, enough
Word Patterns	**SIGHT WORDS:** Sight words from textbook **WORD GROUPS:** Military ranks (captain, lieutenant, etc.)
Computer-Assisted Instruction	*Magic Slate* - Use with writing activities when appropriate. *Learn-a-Word in Metra* - U11 Lesson 10 *Type to Learn* - Continue learning keyboard at individual pace. *Learn-a-Word* - Create an exercise on words for military ranks.
Homework	**RECREATIONAL READING:** Read 5-10 minutes each day, noting pages read in a log. **REINFORCEMENT (of lesson):** 1. Practice software used in lesson. 2. Read/copy letter in terms of revision. **WRITING:** Student writes in journal 3-5 minutes each day. **PREPARATION (for next lesson):** Bring parables, Bible.

Lesson 67

OBJECTIVES: Student should be able to:

1. Identify 90% of sight words from text without hesitation.
2. Identify parables vs. fables.
3. Write a complete business letter.

METHOD	SUGGESTED ACTIVITIES — Teacher's Manual - pp. 210
Real World Reading	**1. RECREATIONAL READING:** a. Student and tutor briefly discuss prior read material. b. Student reads 5-10 minutes silently while tutor acts as a model and reads own material silently. c. Student and tutor briefly discuss content of material read. **2. INSTRUCTIONAL READING:** a. Parables 1. Tutor explains that a parable is similar to a fable as it is an illustrative story answering a question or pointing out a moral or a lesson. The most famous parables are those told by Christ in the New Testament. 2. Student and tutor scan modern version (or student's preferred version) of the Gospels of Matthew, Mark, Luke and John, looking for headings to indicate verses about parables. 3. Student and tutor read verse silently, then student reads aloud. 4. Tutor and student discuss a. meaning of parable. b. difference between parable and fable. c. parables as a means of teaching lessons. b. Reading skills via oral technique selected from p. 4 according to student need. **3. SUSTAINED ORAL READING BY TUTOR:** (3-5 minutes) for entertainment or information and as a model of fluency and writing styles.
Writing	**ACTIVITY:** Business letter/resume 1. Student and tutor revise and edit paragraph on references written in Lesson #66. 2. Student and tutor read through complete letter, make revisions if needed, and add closing of letter. **SKILLS:** (See p. 5)
Unit 11 Lesson 11	**SIGHT WORDS:** father, fence, gauge, get, thought through, two, usual, give, have here, his, horse, house, laboratory laugh, lead, license, lived, many most, notice, open, oh, please
Word Patterns	**SIGHT WORDS:** Sight words from textbook **HOMONYMS & CONFUSING PAIRS:** hear/here, two/to/too, horse/hoarse, led/lead **PHONICS:** *Focus on Phonics*: BK 4, practice 19-h, *gh* as *f* sound words (*laugh*)

Lesson 67 continued

METHOD	SUGGESTED ACTIVITIES
Computer-Assisted Instruction	*Magic Slate* - Use with writing activites when appropriate *Learn-a-Word in Metra* - U11 Lesson 11 *Homonyms & Confusing Pairs* - hear/here, two/to/too, led/lead *Learn-a-Word* - Use editor to create exercise of problem words from textbook, real world materials or writing activities. *Type to Learn* - Student continues learning keyboard at individual pace.
Homework	**RECREATIONAL READING:** Read 5-10 minutes each day, noting pages read in a log. **REINFORCEMENT (of lesson):** 1. Practice software used in lesson. 2. Re-read letter created in writing section. **WRITING:** Student writes in journal 3-5 minutes each day. **PREPARATION (for next lesson):** Bring book of myths.

Lesson 68

OBJECTIVES: Student should be able to:
1. Identify 90% of contractions from text without hesitation.
2. Identify myths.

METHOD	SUGGESTED ACTIVITIES — Teacher's Manual - pp. 211-212
Real World Reading	**1. RECREATIONAL READING:** a. Student and tutor briefly discuss prior read material. b. Student reads 5-10 minutes silently while tutor acts as a model and reads own material silently. c. Student and tutor briefly discuss content of material read. **2. INSTRUCTIONAL READING:** a. Myths 1. Tutor explains that myths a. are anonymous stories that have their roots in primitive folklore. b. present supernatural episodes as a means of interpreting natural events (why spiders weave webs, why the seasons exist, why floods occur). c. exist in all cultures, religions, and races, and the most famous ones are the Greek, Roman, and Norse myths. 2. Student looks through book of myths and selects one to read. 3. Student reads myth silently, then aloud. 4. Student and tutor discuss story and what natural event it explains. b. Reading skills via oral technique selected from p. 4 according to student need. **3. SUSTAINED ORAL READING BY TUTOR:** (3-5 minutes) for entertainment or information and as a model of fluency and writing styles.
Writing	**ACTIVITY:** Business letter/resume Student enters revised letter of application in word processing file. **SKILLS:** (See p. 5)
Unit 11 Lesson 12	**SIGHT WORDS:** aren't wasn't don't isn't they've can't haven't wouldn't weren't doesn't we've we're I'm I've I'd
Word Patterns	**CONTRACTIONS:** Contractions from textbook
Computer-Assisted Instruction	*Magic Slate* - Use with writing activities when appropriate. *Learn-a-Word in Metra* - U11 Lesson 12 *Odds & Ends* - Contractions *Type to Learn* - Continue learning keyboard at individual pace.
Homework	**RECREATIONAL READING:** Read 5-10 minutes each day, noting pages read in a log. **REINFORCEMENT (of lesson):** 1. Practice software used in lesson. 2. Read letter print-out. **WRITING:** Student writes in journal 3-5 minutes each day. **PREPARATION (for next lesson):** Bring book of myths.

Lesson 69

OBJECTIVES: Student should be able to:
1. Identify 90% of sight words from text without hesitation.
2. Differentiate myths from fables and parables.

METHOD	SUGGESTED ACTIVITIES — Teacher's Manual - pp. 212-213
Real World Reading	**1. RECREATIONAL READING:** a. Student and tutor briefly discuss prior read material. b. Student reads 5-10 minutes silently while tutor acts as a model and reads own material silently. c. Student and tutor briefly discuss content of material read. **2. INSTRUCTIONAL READING:** a. Myths 1. Student selects myth. 2. Student reads myth silently, then aloud. 3. Tutor and student discuss a. what natural event myth explains. b. what the modern day explanation for same event is. c. what myths student has heard of. d. how myth differs from fables and parables. b. Reading skills via oral technique selected from p. 4 according to student need. **3. SUSTAINED ORAL READING BY TUTOR:** (3-5 minutes) for entertainment or information and as a model of fluency and writing styles.
Writing	**ACTIVITY:** Business letter/resume Student and tutor revise and edit letter **SKILLS:** (See p. 5)
Unit 11 Lesson 13	**SIGHT WORDS:** do — force — exhibit — tomorrow mountain — magician — follow — evolve gone — heart — pour — anchor neighbor — rhyme — dialogue — poem prologue — elephant — again — experience
Word Patterns	**SIGHT WORDS:** Sight words from textbook **HOMONYMS & CONFUSING PAIRS:** do/due/dew, pour/pore/poor
Computer-Assisted Instruction	*Magic Slate* - Use with writing activities when appropriate. *Learn-a-Word in Metra* - U11 Lesson 13 *Master Spell Word Groups* - Animals *Homonyms & Confusing Pairs* - do/due/dew/ *Learn-a-Word* - Use editor to create an exercise of words from textbook, real world material or writing activities. *Type to Learn* - Continue learning keyboard at individual pace.
Homework	**RECREATIONAL READING:** Read 5-10 minutes each day, noting pages read in a log. **REINFORCEMENT (of lesson):** 1. Practice software used in lesson. 2. Read revised letter. **WRITING:** Student writes in journal 3-5 minutes each day. **PREPARATION (for next lesson):** Bring book of legends.

Lesson 70

OBJECTIVES: Student should be able to:

1. Identify 90% of sight words from text without hesitation.
2. Identify legends.

METHOD	SUGGESTED ACTIVITIES — Teacher's Manual - pp. 213-214
Real World Reading	**1. RECREATIONAL READING:** a. Student and tutor briefly discuss prior read material. b. Student reads 5-10 minutes silently while tutor acts as a model and reads own material silently. c. Student and tutor briefly discuss content of material read. **2. INSTRUCTIONAL READING:** a. Legends 1. Tutor explains that a legend a. is loosely based on historical truth but the feats are usually greatly exaggerated. b. may serve as an expression of the racial or national spirit of the people who have made this bit of truth into a legend. c. may be told in either prose or poetry. 2. Tutor provides examples of legends: lives of saints; Greek heroes such as Jason and Hercules; early American heroes such as Johnny Appleseed, Paul Bunyan, and Davy Crockett. 3. Tutor asks student if he's heard of any legendary people. 4. Student and tutor research and select legend to read (or tutor brings in several for student to select from). 5. Student reads legend silently, then aloud. 6. Tutor and student discuss a. who and what legend was about. b. why this person became a legend. b. Reading skills via oral technique selected from p. 4 according to student need. **3. SUSTAINED ORAL READING BY TUTOR:** (3-5 minutes) for entertainment or information and as a model of fluency and writing styles.
Writing	**ACTIVITY:** Business letter/resume Student enters changes in word processing file. **SKILLS:** (See p. 5)
Unit 11 Lesson 14	**SIGHT WORDS:** one, peace, piece, they here, prepare, quiet, quite ready, receive, said, sign since, steady, square, straight sure, tear, their, there
Word Patterns	**SPELLING RULES:** *Rx for Spelling*: ie vs. ei, prefixes (*pre-*) **HOMONYMS AND CONFUSING PAIRS:** one/won, here/hear, their/there/they're, piece/peace, quiet/quite

Lesson 70 continued

METHOD	SUGGESTED ACTIVITIES
Computer-Assisted Instruction	*Magic Slate* - Use with writing activities when appropriate. *Homonyms and Confusing Pairs* - hear/here, one/won, peace/piece, their/there/they're. Use editor to create an exercise for quiet/quite. *Learn-a-Word in Metra* - U11 Lesson 14 *Type to Learn* - Continue learning keyboard at individual pace.
Homework	**RECREATIONAL READING:** Read 5-10 minutes each day, noting pages read in a log. **REINFORCEMENT (of lesson):** 1. Practice software used in lesson. 2. Read revised print-out. **WRITING:** Student writes in journal 3-5 minutes each day. **PREPARATION (for next lesson):** 1. Bring book of legends. 2. Bring envelope.

Lesson 71

OBJECTIVES: Student should be able to:
1. Identify 90% of contractions from text without hesitation.
2. Address envelope for business letter.

METHOD	SUGGESTED ACTIVITIES — Teacher's Manual - pp. 214-215
Real World Reading	**1. RECREATIONAL READING:** a. Student and tutor briefly discuss prior read material. b. Student reads 5-10 minutes silently while tutor acts as a model and reads own material silently. c. Student and tutor briefly discuss content of material read. **2. INSTRUCTIONAL READING:** a. Legends 1. Tutor and student discuss meaning of phrase "A legend in his own time." 2. Tutor and student discuss modern people who may be on the way to becoming legends. 3. Student selects legend, old or modern, to read. 4. Student reads silently, then aloud. 5. Tutor and student discuss legend and person it's based on, perhaps looking up information about person in encyclopedia. b. Reading skills via oral technique selected from p. 4 according to student need. **3. SUSTAINED ORAL READING BY TUTOR:** (3-5 minutes) for entertainment or information and as a model of fluency and writing styles.
Writing	**ACTIVITY:** Business letter/resume Student addresses envelope. **SKILLS:** (See p. 5)
Unit 11 Lesson 15	**SIGHT WORDS:** we'd they'd she's he's it's she'd he'd you'd mustn't couldn't shouldn't hasn't hadn't I'll you'll he'll they'll we'll this'll that's
Word Patterns	**CONTRACTIONS:** Contractions from textbook
Computer-Assisted Instruction	*Magic Slate* - Use with writing activities when appropriate. *Learn-a-Word in Metra* - U11 Lesson 15 *Type to Learn* - Continue learning keyboard at individual pace. *Odds & Ends* - Contractions
Homework	**RECREATIONAL READING:** Read 5-10 minutes each day, noting pages read in a log. **REINFORCEMENT (of lesson):** Practice software used in lesson. **WRITING:** Student writes in journal 3-5 minutes each day.